

# Sew, Can You See Stars?

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## Overview:

**Topic:** This lesson deals with the life and times of Betsy Ross. In a video clip the students will recognize that history describes events and people of other times and places by identifying Betsy Ross by historical account. In a telefieldtrip the students will describe everyday life in the present and in the past and begin to recognize that things change overtime. Students will recognize the American Flag and Pledge of Allegiance.

## Time Allotment:

One 60-minute lesson

<http://www.pen.k12.va.us/VDOE/Instruction/historysol2001.doc>

## Subject Matter:

Social Studies

## Kindergarten

## Learning Objectives:

The students will be able to:

- Identify Betsy Ross and recognize that history describes events and people of other times and places and historical accounts.
- Describe everyday life in the present and in the past and begin to recognize that things change over time.
- Recognize the American flag.
- Create a single cut 5-point star.

K.1 The students will recognize that history describes events and people of other times and places:

a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change overtime.

K.9 The student will recognize the American flag, Pledge of Allegiance, and that the President is the leader of The United States.

## Standards:

This lesson addresses the Standards of Learning Social Studies for the state of Virginia. These SOLs can be found at

## First Grade

1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identify the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrate respect for the American flag by learning the Pledge of Allegiance.

### Media Component:

Video:

“Betsy Ross makes a Flag” Early Americans in History #2

Web Sites:

For class Telefieldtrip  
*Betsy Ross Home Page*

- <http://www.ushistory.org/betsy/>

This site contains information on Betsy Ross, a tour of her home, a gallery of American Flag pictures, web links, flag laws and etiquette, flag trivia, cutting a 5-pointed star in one snip, flag timeline, cyberthoughts about Betsy Ross and the flag, and what the red, white and blue on the flag represent.

- <http://www.surfnetkids.com/games/fl-ag-c.htm>

This site contains a concentration puzzle of matching American flags.

- <http://www.surfnetkids.com/games/fl-ag-js.htm>

This site contains a jigsaw puzzle of the U.S. Flag

- <http://www.surfnetkids.com/games/fl-ag-sc.htm>

This site is a picture scrambler. The picture to be unscrambled is of an U.S. Flag.

- <http://www.surfnetkids.com/games/fl-ag-ws.htm>

This site is word search for word pertaining to the American flag.

### Materials:

For the introductory/culminating activity you will need:

- One sheet of paper folded the correct way to cut a 5- point star in one cut.
- One sheet of paper (not folded).
- One pair of scissors.
- Instructions for folding a 5- pointed star. Found on the Betsy Ross Home Page at <http://www.ushistory.org/betsy/fl-agstar.html>. A copy of this page is also included in this lesson plan

Each student will need:

- Four sheets of paper.
- One pair scissors.

### Preparation for Teachers:

The teacher should pass out paper and scissors to the students for the introductory activity. The teacher should have a copy of how to fold a piece of paper to make a 5-pointed star. The teacher should cue the video as indicated in the learning activity. The teacher should have the internet site book marked for easier access.

When using video segments, web sites, or other multimedia elements, always

provide students with a **FOCUS FOR MEDIA INTERACTION**. This is a specific task to complete and/or information to identify during or after the viewing of the intended multimedia.

### **Introductory Activity:**

The following activity will prepare your students for a lesson on Betsy Ross by asking them to cut out a star with only one cut. This will provide your students with a personal link to Betsy Ross.

1. Provide students with scissors and 4 pieces of paper. Ask, "Do you think that you can cut out a star like the one on our flag?" Wait for answers. Ask, "Do you think that you can do it with one cut?" Let the students attempt to cut out a star.
2. Say, "That's pretty hard. Do you think I can do it?" Wait for class's answers then cut the prefolded piece of paper to make a 5-pointed star. Show the star to the class and say, "I know a person who cut out a star with one snip of her scissors a long time ago. Her name was Betsy Ross. Let's watch and listen and learn about Betsy Ross, the flag she made, how things were in her lifetime and how they've changed and then later we'll learn how to cut out a star just like Betsy Ross did."

### **Learning Activities:**

1. Provide students with a **Focus for Media Interaction**, and say, "Class, I would like for you to watch and listen for why flags are so important to people." **Start** at the beginning of *Early Americans in History #2 Betsy Ross*

*Makes A Flag* video. **Pause** at the Iwo Jima Memorial when the narrator says "Flags are a source of national pride during peace." Ask, "Why are flags important to people?" (Ans.: Flags unite people under a common cause, flags motivate soldiers, they are source of national pride.)

2. Say, "Now that we've learned why the flag is important to people let's see what we can find out about the Pledge of Allegiance. I want you to watch and listen for why we say the Pledge of Allegiance." **Resume** and **Pause** when you see the young girl with glasses and the narrator says "...were honoring our nation." Ask: "Why do we say the Pledge of Allegiance?" (Ans.: To honor our nation.)

3. Say, "Our country used several different flags when becoming a country during the Revolutionary War. Watch and listen to see who George Washington, George Ross and Robert Morris asked to make the first flag. **Resume** and **Pause** when you see the U.S. Revolutionary flags blue field and white stars and a female voice says "...asked to sew this particular flag." Ask: "Who did George Washington, George Ross and Robert Morris ask to sew the first flag?" (Ans.: Betsy Ross) "Why do you think they asked her to sew the first flag?" (Ans.: Betsy had a good reputation as a seamstress.)

4. Say, "Earlier I cut out a star just like Betsy Ross. I would like for each of you to listen carefully and see if you can find out how many points Betsy Ross's star had and how was it different from George Washington's star?" **Resume** and **Pause** when you see colonial soldiers bordered by a star and the

narrator says “They all agreed the new flag would have 13 5-pointed stars.” Ask, “How many points did Betsy Ross’ star have and why did it have less points than George Washington’s star?” (Ans.: 5-points and it was easier to cut out than George Washington’s.” Ask, “How many stars were on the first flag and what did those stars represent?” (Ans.: 13 stars for 13 colonies/states.)

5. Ask, “How many stars and stripes did the U.S. flag have? Lets watch and find out.” **Fast Forward** and **play** when you see a clock tower with 1777 on the screen. **Pause** when you see a U.S. flag with an eagle and the narrator says “...representing a new constellation.” Ask, “How many stars and stripes did the first U.S. flag have?” (13 stars representing a new constellation and 13 red and white stripes.)

6. Say, “We’ve now seen who made the first U.S. flag and what the stars and stripes stand for. Let’s see if Betsy Ross’ flag looks different than the flag we use today . **Fast Forward, play** and **pause** on U.S. Flag. Ask, “How is today’s flag different than Betsy Ross’ flag? (ans.: It has more stars than Betsy Ross’ flag)

7. Say, “Now that we’ve learned how Betsy Ross came to make the first flag and what it looked like then and now let’s go look at her home and see what things were like when she was alive.” Go to the Betsy Ross Homepage <http://www.ushistory.org/betsy/> and lead class on a telefieldtrip of her home.

8. At Betsy Ross Home Page click link “Take a virtual tour of Betsy’s House!”. On the next page click “Enter here”. On the next page click on “Next”, this will

take you into the Betsy Ross’ House. Say, “Here’s Betsy’s house. Let’s go see what it looks like.”

9. Click on “Next”. This will put you in the *Courtyard*. Read the page to the class. After reading the page provide students with a **Focus for Media Interaction**, and say, “It’s now time for us to go inside. What do you think we will find?” Answers will vary.

10. Click on “Next”. Provide students with a **Focus for Media Interaction**, and say, “We’ve now enter the *Kitchen* of Betsy’s home. Do you see anything different about her kitchen and the one at your house? Is there an electric stove, microwave or refrigerator?” Allow time for the children to study the pictures and reply. Answers will vary. Say. “That’s right it’s not like our kitchens today. It doesn’t have any of the things we’re use to such as an electric stove, microwave refrigerator or a sink.” Say, “Do you know why?” (Ans.: No electricity and no indoor plumbing.) Say, “At that time there was no electricity or indoor plumbing, which means no running water, so they didn’t have the things that we have in our homes today.” Read page to class.

10. Click on “Next”. Provide students with a **Focus for Media Interaction**, and say, “ We’ve moved down the hall into *The Storage Room and Cartridge Room*. Let’s see what was stored here.” Read page to class. Ask, “So what was kept here?” (Ans.: fabrics and gunpowder) Ask, “Why?” (Ans.: The fabric because Betsy Ross did sewing for a living and gunpowder because it was during the war.)

**11.** Provide students with a **Focus for Media Interaction**, and say, “Let’s go upstairs and see what’s there.” Click on “Next”. Say, “We’ve now entered into *The Work Shop* of Betsy Ross. Let’s read and find out what Betsy did in here.” Read page to class and view pictures. Ask, “Do you see any lights or electric sewing machines?” (Ans.: No) Ask, “Why?” (Ans.: There was no electricity, so she couldn’t have had those things.) Say, “That’s right, she had to do it all by hand. Do you think that she sewed the first flag here?” Answers may vary. Say, “Betsy could have sewed her flag here. It is her work shop after all.”

**12.** Click on “Next”. Provide students with a **Focus for Media Interaction**, and say, “Here’s *Betsy’s Bedroom*. Let’s take a look around and see if it’s like our bedrooms at home.” View and study pictures. Ask, “Is this bed room like yours? How is it different?” (Ans.: It doesn’t have any lights, just a candle, and there’s a fireplace.) Ask, “Why?” (Ans.: no electricity)

**13.** Click on link at bottom of page “*Flag Room*”. Provide students with a **Focus for Media Interaction**, and say, “We’ve been through most of the Betsy Ross’ House and this is the last room we’re going to look at. It was in this room that George Washington, George Ross, and Robert Morris asked Betsy Ross to sew the new flag of the United States.” Click on painting of Betsy Ross. Say, “Here’s a painting of the moment when Betsy Ross presented her finished flag. Just think of what life must have been like at moment. The country was fighting for independence and she was presenting to leaders of our country its first true flag. Think of the

how things were at that time no running water, no electricity nothing that we think of today as being in our homes.” Ask, “Do you think that Betsy Ross had an easy time sewing the first flag?” Answers will vary. Discuss answers with class.

**14.** Return to video *Early Americans in History #2 Betsy Ross Makes A Flag*. Pick up at the point where the video was stopped to do telefieldtrip, with the picture of the American flag. Provide students with a **Focus for Media Interaction**, and say, “We’ve visited Betsy Ross’ home and seen the place where the first American flag was made and learned about how life was then. Let’s now learn how we should behave when the flag is displayed. **Play** and **Pause** when the narrator says, “Men should remove their hats.” Ask, “How should we behave when the flag is displayed? (Ans.: We should stand with our right hand over our hart and men should remove their hats.)

**15.** Ask, “What does it mean when we put our hand over our heart? Let’s watch and listen to this last clip of video to see what it means.” **Fast Forward** to when you see a parade float with the Liberty Bell. Play and pause when you see a young boys face at the front of the picture in a classroom and the narrator says, “...you should support your country both today and tomorrow.” Ask, “What does it mean when you put your hand over your heart?” (Ans.: You are supporting your country both today and tomorrow)

### **Culminating Activity:**

Say, “At the beginning of this lesson on Betsy Ross I told you that we would

learn to cut out a 5-point star just like she did. It's now time for us to learn how." Lead the class through the directions found on the Betsy Ross Home Page on cutting a 5-pointed star. These directions are also included at the end of this lesson. Ask, "How did it feel to learn to cut out a 5-pointed star just like Betsy Ross." Listen to answers and ask, "Did it make you feel like you might know Betsy a little better by being able to do something that she did?" Allow time for discussion and showing of stars after completing the activity.

### **Cross-Curricular Extensions:**

#### **Language Arts:**

- Read and discuss the following books about Betsy Ross and the United States Flag: Betsy Ross written and illustrated by Alexandra Wallner. New York, New York. Holiday House, 1994 and The American Flag by Patricia Ryon Quiri. Danbury, Connecticut. Children's Press, a division of Grolier Publishing, 1998.
- Write a sentence about Betsy Ross and the American Flag. Draw an illustration to go along with the sentence.

#### **Math:**

- Create a Betsy Ross flag from red, white, and blue construction paper. From this count the number of stars, red stripes, and white stripes. Graph the number of stars, red stripes and white stripes. Find more, less, and same from the stars and colored stripes. Find the pattern in the stripes.

### **Social Studies:**

- The students will say the Pledge of Allegiance to the American Flag every morning.
- The students will listen to and recognize the Star Spangled Banner every morning.

### **Technology:**

- Create a picture of the flag made by Betsy Ross using Kid Pix or another drawing program.
- Use the internet site <http://www.surfnetkids.com/games/flag-c.htm> to learn more about the different American Flags by playing memory.

### **Community Connections:**

1. Invite members of Daughters of the American Revolution to talk about Betsy Ross and life during the 1700's.
2. Students could visit a local museum to learn more about how the 1700's and how everyday life was then as opposed to now.
3. Invite a local collage history professor to come speak to the class about Betsy Ross and the time in which she lived.

### **Student Materials:**

Introductory/Culminating Activity  
cutting a 5-pointed star:

- Four sheets of paper.
- One pair scissors

