

Name _____ Date _____

Our Country Forever

WORD FIND. Circle the following symbols horizontally or vertically in the word find.

An easy way to keep track of the words you find is to put a check mark in the box next to the word!


 eagle statue

 flag stars

 bell red

 blue

b	r	f	g	b	f
d	s	l	e	l	a
s	t	a	t	u	e
b	a	g	a	e	a
c	r	m	r	d	g
r	s	b	e	l	l
a	g	k	d	l	e

1. Why are there fifty stars on our flag? _____

2. Why are there thirteen stripes on our flag? _____

3. What are some patriotic symbols that represent the US? _____

4. What are some patriotic holidays? _____

5. What do you do to show you are proud of our country? _____

Proud Puzzles (Pk/24)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Preprinted Precut Puzzles
- Markers

YOU WILL NEED:

- Paper-covered Work Surface

AGE GROUP: 6 and up
PROJECT TIME: 30 minutes

INSTRUCTIONS:

1. Have students color in the designs with the markers. (Keep hands off puzzle when coloring to prevent the colors from smudging.)
2. Let the puzzles dry. Take the puzzle apart and try to put it together again and again.

More Ideas: Sprinkle confetti around the hat and firecrackers design. Draw clouds behind the flag and eagle. Write the names of the oceans on the map design.

SOCIAL STUDIES

OBJECTIVE: Create a class letter depicting flag etiquette.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: Research materials, paper

PROCEDURE: With the class, discuss the importance of our nation's flag. In the discussion, address topics about people's feelings, the symbol of patriotism and where the flag is seen. Explain to the class that they are going to work with a partner to find one way that the flag should be treated respectfully. Some suggestion could be: (1.) a flag should never touch the ground; (2.) if the flag is on a stage, it should always be on the right; (3.) no writing should ever be put on a flag. The partners can think of their own way or use reference materials. A helpful book is *Honor the Flag: A Guide to Its Care and Display* (Forest) by Ruth Shaw Radiauer. After the students have gotten their information, they can dictate their findings to the writer (either the teacher or another student) who can record the information in letter form. The letter could be photocopied and distributed to other classes, schools or town businesses.

ARTS/MATH

OBJECTIVE: Create their own red, white and blue flag

SUGGESTED TIME FRAME: 35 minutes

ADDITIONAL MATERIALS: Red, white and blue construction paper, scissors, glue, 11" x 14" white paper, rulers

PROCEDURE: Discuss the colors that are used to represent the United States. See if the students have any ideas about the importance of the colors red, white and blue. Explain to the class that in 1777, the Congress chose these three colors. Discuss that the flag we have now has thirteen stripes that symbolize the original thirteen colonies and fifty stars that represent the fifty states. Have the students create their own U.S. flag. The flag needs to be red, white and blue but they can design it however they want. The students can use rulers to make straight lines for their flag. When their flags are completed, they can share the reason why they chose their flag design.

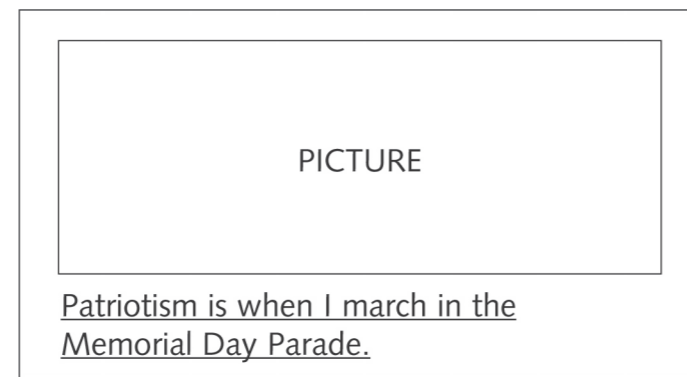
LANGUAGE ARTS

OBJECTIVE: Create a class book about patriotism.

SUGGESTED TIME FRAME: 35 minutes

ADDITIONAL MATERIALS: Paper, construction paper, crayons, glue

PROCEDURE: With the class, discuss the meaning of PATRIOTIC. In the discussion, bring up topics like who is patriotic, what does our country have that symbolizes patriotism and when do you see examples of patriotism. On the board write "Patriotism is..." Explain to the class that they are going to make a class book about patriotism. Give each student a piece of paper with drawing space on the top half and writing lines on the bottom half. On the writing lines, have the students complete the phrase "Patriotism is..." with their own thoughts. They may write more than one sentence. When their sentence is finished, they can draw a picture to go with their sentence. Each of the students' papers should be glued to a piece of construction paper. A cover, entitled PATRIOTISM, can be decorated by the class. When the book is completed, the students can take turns taking the book home to share with their families.



LANGUAGE ARTS/MATH

OBJECTIVE: Write a persuasive paragraph about our country's next flag.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Writing paper

PROCEDURE: With the class, discuss what a difficult job it must have been for Congress to develop a meaningful symbol to represent our nation. Display the four styles of the completed puzzles. Explain to the class that the picture on their puzzle will be our next flag. Each student needs to write reasons why their picture may or may not be a good choice for the next U.S. flag. In their paragraphs, they should include explanations for their reasons. When the paragraphs are complete, write on the board, MAP, FLAG, EAGLE and HAT. Have the students take turns reading their paragraphs. After all the paragraphs have been read, have the class vote on their favorite picture. Record the votes using tally marks under the appropriate headings. Discuss the voting results.

SOCIAL STUDIES/ LANGUAGE ARTS

OBJECTIVE: Write about and illustrate the history of our nation's flags.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Internet or other research materials, writing paper, drawing paper, markers

PROCEDURE: Explain to the class that over the past 220 years, our country has had numerous flags to represent it. Each flag has been different and has been designed for a specific reason. Brainstorm some of the students' ideas on why the flags may have changed. Have each student pick a different flag and write about it. (The Internet should have the history of our nation's flags.) For example, the Continental Colors flag, the Betsy Ross flag or the Stars and Stripes flag are some options. In their writing, they should include a description of the flag, the years it was flown, who made it and what it symbolizes. They may also write about other relevant information, such as who the president was or how many states were in our nation during that time. Then they can draw a picture of the flag. When finished, the students can share their flags and writing in chronological order.

SOCIAL STUDIES

OBJECTIVE: Research other types and uses of flags.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: Research materials, poster board, markers

PROCEDURE: With the class, discuss some different types of flags and their uses. Also discuss how flags can be used for communication. For example, flags on ships can be used to signal other ships or for detecting the wind's direction. Flags that are shaped like pennants are used at sporting events. Decorative flags are used to celebrate certain holidays or events. Country flags represent the people, the nation and patriotism. Write the students' ideas on the board. Divide the students into groups and have each group research a specific flag. Encyclopedias or books, such as *Flags of the World* (Editor Bill Yenne), or the Internet might be helpful. On poster board, have each group illustrate their flag and list its uses. They can also draw pictures to go with their poster writing. Display the posters throughout the school.

Proud Puzzles
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LANGUAGE ARTS/SOCIAL STUDIES

OBJECTIVE: Write about a country and its symbols.

SUGGESTED TIME FRAME: 40 minutes

ADDITIONAL MATERIALS: Research materials, writing paper, drawing paper, crayons

PROCEDURE: Display some of the completed puzzles in front of the class. Discuss why the four pictures (U. S. map, flag, Uncle Sam's hat and firecrackers and the Bald Eagle) are important to our country. Brainstorm other objects that are considered American symbols, such as the Liberty Bell and the Statue of Liberty. Write all these words on the board. Have the students divide into small groups. Each group should choose a country and use research materials to find out that country's important symbols. Have the students write about their country and the important symbols. In their writings, the students should also include descriptions of these symbols, why they were chosen and where they might be seen. On the drawing paper, the students can illustrate a few of these symbols.

SOCIAL STUDIES/MATH

OBJECTIVE: Create a timeline showing when our nation's symbols were adopted.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Roll of paper, markers, research materials

PROCEDURE: With the class, brainstorm some of our nation's symbols. Write their suggestions on the board. Some symbols are shown on their Proud Puzzles. On long paper (either from a roll or pieces of paper taped together), draw a straight line horizontally for a timeline. Label the left end 1760 and the right end 2003. Explain to the students that they are going to make a timeline about our nation's symbols. Have the students work in groups and assign each group some symbols listed on the board. Have the students use research materials to find out when these symbols were adopted. On the long paper, have each group come up and write in the year, the symbol and any other pertinent information. When the timeline is completed, discuss the findings then display it in the school hallway.

