

How to Use This Resource In Your Classroom: Interactive Flag

Objective: Students will be better able to examine objects for historical information, ask historical questions, research answers to historical questions, and present their findings.

Time: 80-130 minutes

Part One: 30 minutes as a class

Parts Two and Three: 50 minutes of individual or small group work either at home or in class

Part Three: 0-50 minutes to present research findings depending on the output activity

Skills: Reading, historical thinking, teamwork

Content area: Educational Technology- Multimedia education, Language Arts- Reading, Social Studies- History, Social Studies- United States history

Materials:

- ◆ (Parts One and Two) Internet connectivity
- ◆ (Part One) Either projection of Web site or enough computers for students to look at computers as individuals or small groups
- ◆ (Part Two) Enough computers for students to look at computers as individuals or small groups
- ◆ (Part Three, optional) Projection for electronic presentations
- ◆ (Part Three, optional) Materials for bulletin board or exhibit presentations

Standards:

NCHS History Standards

5-12 Historical Thinking Standards

- 1B:** Identify the temporal structure of a historical narrative or story.
- 1F:** Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 2H:** Utilize visual, mathematical, and quantitative data.
- 4A:** Formulate historical questions.
- 4B:** Obtain historical data from a variety of sources.
- 4C:** Interrogate historical data.
- 4D:** Identify the gaps in available records, marshal contextual knowledge and perspective of the time and place.
- 4F:** Support interpretations with historical evidence.

5-12 U. S. History Content Standards

Era 4: Expansion and Reform (1801—61)

- 1A:** The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

IRA/NCTE Standards for English Language Arts

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

National Educational Technology Standards for Students (NETS.S)

3. Research and Information Fluency
 - a. Plan strategies to guide inquiry.
 - b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

The Star-Spangled Banner Project

Tips for Using the Interactive Flag

- ◆ Before beginning to use the interactive, make sure the browser window is not cutting off any navigation. You should see the image of the flag set into a white box, and at the bottom, you should see the words “Hotspots On/Off” and “Reset.”
- ◆ Each of the white circles (solid or outlined) is a “hot spot” with an image and additional information.
 - To open the information, click on the circle.
 - After reading the description and examining the image, you may click on the “X” in the upper right-hand corner or click anywhere outside of the black box to close the hot spot.
 - Once you have visited a hot spot, it will turn to a solid circle. You may revisit it at any time.
- ◆ Within the top left-hand corner screen, you will see an inset corner, showing you what section of the flag you are examining. Dragging the white outline will allow you to navigate to a different portion of the flag. Moving the arrow on the “Zoom” continuum will change how closely you can see the flag (left for farther away, right for closer up).
- ◆ From any location or level of zoom, you can return to a full, centered view of the flag by clicking the word “Reset” in the bottom left-hand corner of the screen.

Activity Introduction

When performing research, historians use many types of primary sources, including letters, diaries, and photographs. They also examine historical objects to discover the stories they may hold. In this activity, students will examine an artifact from the collections of the National Museum of American History, generate questions, and perform research to find answers to those questions. The artifact is the Star-Spangled Banner, the flag that inspired the national anthem. It has existed for almost 200 years and tells many historical stories

Teacher Directions

This activity will engage the students in object-based learning, especially encouraging them to ask questions about a specific object, the Star-Spangled Banner. During the first portion of the activity, students will closely examine the Star-Spangled Banner and generate questions about it. After writing many questions, the students will select a few specific questions to research and report on their findings.

The Star-Spangled Banner Project

Part One

To inspire your students to ask questions, you may want to start with some leading questions and remind the students that they know at least six good question words: Who? What? When? Where? Why? How? If a student wants to ask a yes/no question, have him or her also come up with one or more follow up questions.

Here are some leading questions you can use to inspire the students to ask detailed questions, followed by some sample questions.

- ◆ **What things can you count on the flag and what questions can we ask about them?** Why are there 14 stars? Was there a star where that big hole is—what happened to it? Why are there 15 stars?
- ◆ **What colors do you see and what questions can we ask about the colors?** Did the stars start off white? Why are the blues non-uniform?
- ◆ **How old do you think this is and how can you tell?** How have the colors changed? How has the shape of the flag changed? When was it made? What states were part of the U.S. when this flag was made?
- ◆ **How big is it—and do you think it was always the same size?** Who cut it? Why did they cut it? How did they make something that big? How much did it cost to make? Where was it made?
- ◆ **What kind of people could have stories that include this flag?** Who has it now? Who made it? Where can people see it now? What happened to make it important enough to have in a museum?

Part Two

After creating a list of questions that includes at least one question per individual student or pair of students working together, divide the questions among the students and ask them to begin researching. Students can pick to work on questions they wrote or you can assign the questions to students.

In order to find answers to the questions, direct students to use the interactive flag (<http://www.americanhistory.si.edu/starspangledbanner/interactive-flag.aspx>). If they don't find answers there, direct them towards the Star-Spangled Banner homepage (<http://www.americanhistory.si.edu/starspangledbanner/>).

The Star-Spangled Banner Project

Part Three

While reporting on their research to the entire class, students can plan to present their findings in one or more of the following ways:

- ◆ Students can team up to write a paragraph about a specific theme or central question. The leading questions are some examples of central questions.
- ◆ Students can create short presentations around specific themes or central questions. The leading questions are some examples of central questions. Encourage students to use the images and sounds on the Web site (within the interactive flag section and the main Web site) to create a multimedia presentation (e.g. PowerPoint, bulletin board, or in-class exhibit). Make sure to point out the link to the Smithsonian Institution's copyright information at the bottom of the Web page.