

Behind Every Flag - Grade 7

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Objectives:

Students will understand the importance of battles fought in the Texas Revolution.
TEKS §113.23. Social Studies, Grade 7. (3)(B)

Students will demonstrate knowledge about Sam Houston and the part he played in the Texas Revolution. **TEKS §113.23. Social Studies, Grade 7. (3)(A)**

Students will demonstrate knowledge about the significance of Texas battle flags.
TEKS §113.23. Social Studies, Grade 7. (4)(B)

Students will use art skills to recreate a chosen flag. **TEKS §117.35. Fine Arts, Grade 7. (2)(C) (3)(B)**

Students will write an entertainment story from another person's point of view.
TEKS §113.23. Social Studies, Grade 7. (21)(E) TEKS §110.23. Language Arts (7.15)(D)

Procedure

The teacher will share the TIDES images of soldiers going into battle with flags. Share the Sam Houston Memorial Museum website information, <http://www.galleryoftherepublic.com/txflags/index.htm> , for each flag selected. Any and all flags may be selected – this lesson focuses on the following six:

- Captain Scott
- Troutman Flag
- Battle of Gonzales
- Battle of Goliad
- Battle of Alamo
- Battle of San Jacinto

When reading each section about the flags, encourage students to take notes and write down any questions they may have about the battle itself or about the flag. The teacher should answer any questions the students have after each flag has been shared. The teachers should consider going one step farther and looking up the people or places mentioned along with the flags. This brings in more information for the students in a relatively small amount of time. Feel free to discuss what kinds of people these were, what personality traits they must have had, why they chose these particular images and what these images represent. Give the students license to talk freely and the opportunity to open up about what they think.

Allow students to choose a flag that interests them. Instruct them to replicate a 2' x 3' version of the flag using sewing skills. Remind students that not all the people who made

these flags were seamstresses; they were simply passionate about what they were doing. Their flags will not be perfect, but they should be meaningful.

After completing their chosen flag, students will write a historically accurate story about the battle their flag represents. They may also write the story from the point of view of a soldier, a witness, or from the flag itself.

Evaluation:

Evaluate the accuracy of the story

Evaluate the replica of the flag. While sewing skills will not be evaluated, the flag should look similar to the one the student has chosen to replicate.

Materials:

TIDES Images – [SHHX_0265](#), [SHHX_1393](#), [SHHX_0433A](#), [SHHX_0312](#)

Predefined search address:

<http://tides.sfasu.edu:2009/cdm4/results.php?CISOOP1=all&CISOBOX1=&CISOFIELD1=CISOSEARCHALL&CISOOP2=exact&CISOBOX2=&CISOFIELD2=CISOSEARCHALL&CISOOP3=any&CISOBOX3=0265%201393%200433A%200312&CISOFIELD3=CISOSEARCHALL&CISOOP4=none&CISOBOX4=&CISOFIELD4=CISOSEARCHALL&CISOROOT=/Newton,/SamHouston&t=a>

Gallery of the Republic:

<http://www.galleryoftherepublic.com/txflags/index.htm>

Fabric, needle and thread