My Very Own Flag
A Personal Design

Lesson-Planning Approach

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

Students will create designs for their own personal flags representative of their families, communities, and experiences. Students will write a short narrative describing their flags' personal relevance and then give a brief presentation to the class.

Lesson Objectives

Lesson Project: **My Very Own Flag – A Personal Design**

Project Objectives: When students complete this project, they will be able to…

❖ Create a flag design based on personal and family histories, preferences, and experiences.

❖ Display a computer-drawn picture of the flag to the class while presenting/reading information on its personal relevance.

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to…

❖ Writing
- Compose one to three paragraphs based on previously compiled information.
- Transfer oral information to a written form.

❖ Speaking
- Interview family members.
- Orally present to class.

❖ Art
- Create a design based on personally gathered information.

❖ History
- Complete a personal family history handout.

❖ Technology
- Use basic elements of Photo Draw including drawing, painting, erasing, resizing, saving to file.
- Use the Internet to investigate previously designed flags and their meanings as guidelines for flag designs.
- Type paragraphs on Microsoft word using proofreading cues to correct spelling and grammar.

State/National Standards

❖ Colorado Reading and Writing Standard 2:
- *Students write and speak for a variety of purposes*

❖ Colorado Reading and Writing Standard 3
- *Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.*

❖ Colorado History Standard 3:
- *Students understand that societies are diverse and change over time.*

❖ Colorado Art Standard 1:
- *Students recognize and use the visual arts as a form of communication.*

Websites

Required:

[Flags of Native Peoples of the United States](#)

Pre-requisites

Third grade reading and writing skills
Basic knowledge of Microsoft Word

Required Materials

Drawing paper; colored pencils, crayons, or markers; rulers
One floppy disc per student

Handouts

[Personal History Handout](#)
[Handout #2 - Choices](#)
[Flag Rubrics](#)
[Handout Rubrics](#)
[Flag Description Rubrics](#)
[Presentation Rubrics](#)
[Word checklist](#)

Required Equipment/Technology

- One computer per student (students can be broken into smaller groups in order to rotate computer use.)
- Internet access
- Writing program, ie: Microsoft Word
- Drawing program, ie: PhotoDraw

THE LESSON

Note: Students do not learn from what <u>you</u> do but from what you have <u>them</u> do.

Preparation

Day 1

Activity 1	Time Estimate	Instructor Notes
• Teacher tells story about local flag(s) and then reviews activities checklist • Personal Family History handout is assigned as homework. *	I hour	• Bookmark Native American Flags on all computers. • Copy and distribute Personal Family Handout

*This is a good weekend assignment. Consider that some students may live in the school dorm.

Presentation

Day 2

Activity 2	Time Estimate	Instructor Notes
• Students browse through Flags of Native Peoples. • Review "Personal Family History" assignment and select information to be incorporated into flag design. • Transfer info to Handout 2.	1 hour	• Watch time carefully – limit site browsing of flag site to 15 minutes. • If students did not return "Personal Family History" handout, they should complete "Handout 2" with their own personal information only. (Rubrics will reflect a lower number.) • If the number of computers is limited, groups of students can rotate through their use while the others are working on their handouts.

Practice and Performance

Day 3

Activity 3	Time Estimate	Instructor Notes
• Students use information from "Handout 2" to design a flag on paper. • Students write a few paragraphs describing the meanings of their own personal flags	1-1& ½ hours	Paragraphs should be handwritten with teacher guidance if necessary.

Day 4

Activity 4	Time Estimate	Instructor Notes
• Teacher demonstrates fundamentals of PhotoDraw. • Students reproduce their flag designs on the computer.	1 hour per student.	It would be great to have parents/aids available to help students with the PhotoDraw Program and to keep them focused on their tasks.

Day 5

Activity 5	Time Estimate	Instructor Notes
• Students rewrite their paragraphs on the computer. • Correct for grammar and spelling. • Everyone finishes up.	1 hour per student	As students complete their flags and paragraphs, they can return to regular classroom work. Teacher/aid prints out flags and paragraphs.

Day 6

Final Activity	Time Estimate	Instructor Notes
Students individually display flags and discuss the basis for their designs.	1 hour	Students have the option of reading their written reports or giving an oral presentation from memory.

Lesson Assessment Strategy

These questions will be answered on a questionnaire given to students.

Preparation, Presentation and Overall Implementation (Instructor)

- Are instructions and expectations clear?
- Is the lesson adaptable for students with low reading and writing skills?
- How is this lesson integrated?
- Is modeling sufficient for students to work independently?
- Are family/community members increasing their interactions with the class?
- Are IEP modifications being considered?
- Is the lesson too complicated? Should it be broken down into several lessons?

Performance and Practice (Student)

- Are students connecting to the lesson?
- Are all students participating in the activities?
- Are all students performing at appropriate individual levels?

Technology

- If required Internet site(s) is down, do I have backup material?
- Are 80% of the students comfortable with targeted computer programs?
- Are students excited about PhotoDraw?
- Are students applying technical skills in other lessons/projects?

Name _____

Personal Family History

	student	mother	father	grandparents	
birth place					
brothers & sisters Mark B (boy) or G (girl) in birth order. Circle the box that represents you.	☐☐☐☐☐☐☐☐ 1 2 3 4 5 6 7 8	**XXXXX**	**XXXXX**	**XXXXX**	**XXXXX**
adults in household		**XXXXX**	**XXXXX**	**XXXXX**	**XXXXX**
hobbies/interests					
occupation	**XXXXX**				
family symbols (tribal, clan, etc.)					
favorite color					
favorite animal					
favorite place or environment					
favorite plant					
other					

Circle the boxes you find most interesting. (Circle at least 5 and no more than 8 boxes.) Use this information to design your flag

Family Information Choices
Handout 2

Transfer selected information from handout 1 to the spaces below. Remember to include at least 5 and no more than 8 items.

1._____

_____

2._____

_____

3._____

_____

4._____

_____

5._____

_____

6._____

_____

7._____

_____

8._____

_____

Rubrics for Flag Design

5	**Flag description is at least three paragraphs in length -** **Includes all choices from handout #2** **Transferred to computer** **Grammar and spelling correct**
4	**Flag description is 1-2 paragraphs in length** **Includes all choices from handout #2** **Transferred to computer** **Not more than 3 grammar and spelling errors**
3	**Flag description is a few sentences in length** **Includes some choices from handout #2** **Transferred to computer** **Grammar and spelling are poor**
2	**Flag description does not include choices from handout #2** **Transfer to computer is incomplete**
1	**Flag description not completed**

Rubrics for Handouts

5	**Personal Family History Handout** returned on time with at least 15 spaces filled in **Handout #2-Choices** **Completed with 5-8 choices**
4	**Personal Family History Handout** –returned on time with 10-14 spaces filled in. **Handout 2** completed with 3-4 choices
3	**Personal Family History Handout** returned 1 day late with at least 15 spaces filled in. **Handout #2** completed with less than three choices
2	**Personal Family History Handout returned 1 day late with less than 15 spaces filled in. Handout #2 not turned in**
1	**Personal Family History Handout** not turned in. **Handout #2** not turned in

Rubrics for
Flag Description

5	**Flag description is at least three paragraphs in length** **Includes all choices from handout #2** **Transferred to computer** **Grammar and spelling correct**
4	**Flag description is 1-2 paragraphs in length** **Includes all choices from handout #2** **Transferred to computer** **Not more than 3 grammar and spelling errors**
3	**Flag description is a few sentences in length** **Includes some choices from handout #2** **Transferred to computer** **Grammar and spelling are poor**
2	**Flag description does not include choices from handout #2** **Transfer to computer is incomplete**
1	**Flag description not completed**

Rubrics for Presentation

5	**Oral presentation includes all choices from handout #2** **Voice is always clear and audible** **Presented orally without notes**
4	**Oral presentation includes most choices from handout #2** **Voice is usually clear and audible** **Presented orally with notes**
3	**Oral presentation includes one or two choices from handout #2** **Voice is unclear and often difficult to hear** **Read from flag description assignment**
2	**Oral presentation is difficult to follow** **Does not include any information from handout #2** **Voice is nearly always difficult to hear**
1	**Oral presentation not given**

My Very Own Flag
Activity Checklist

	Homework– complete "Personal Family History" handout.
	Browse through the site, "Flags of Native Peoples". Read about Native American flag designs.
	Select information from completed handout to use in your flag design.
	Transfer selected information to "handout 2".
	Design flag on paper
	Write about the meaning of your flag. (This is handwritten on paper.)
	Reproduce flag design on the computer.
	Transfer writing assignment to the computer.
	Get printed flag and paragraph from teacher or aid.
	Share and discuss your personal flag design with the class.

Technology Checklists

PhotoDraw

	Insert floppy disc into drive.
	Open PhotoDraw.
	Select "blank picture"- click OK
	Select "full screen" – click OK
	To insert a shape for your flag, click on draw/paint, then on auto-shapes. A cross will appear on your template. Click on this and move the mouse until you get the shape you want.
	To save on disc, go to "file", "save as", "Desktop", "My Computer", "3 ½ floppy A", OK.
	Now work in layers from the bottom up. Use "fill" to color the background.
	Use draw or paint tools to design your flag. You can change the size and color of your line.
	Control Z erases your last move.

[Word Checklist](#)

❑ Open Microsoft Word 2000	
❑ Navigate menu and toolbars bars (Alt-Tab; Tool Options)	
❑ Explore templates	
❑ Explore Help and Office Assistant	
❑ Create new document – blank document	
❑ Format text – style (bold, italic, underline)	
❑ Format text - justification	
❑ Format paragraph - shading	
❑ Copy / paste, Find/Replace	
❑ Format paragraph - box	
❑ Format page - box	
❑ Use the Format Painter	
❑ Insert a table – insert menu	
❑ Insert a table – draw table	
❑ Insert text box	
❑ Insert picture from Clip Art Gallery	
❑ Create header/footer	
❑ Insert bullets	
❑ Insert symbol	
❑ Protect opening a file/changing a file (File,Save As, Tools, Gen)(Tools,Protect)	
❑ Create a new document from a template and save as a DOC file (fax, memo, letterhead, manual, whatever) [20 m] Check another's work.	
❑ Create a the lesson-plan template from a blank screen and save as a DOT file [1.5 hrs] Use the Protect feature. Check another's work.	

Rubrics for *My Very Own Flag*

	Flag	Handouts
5	**Flag design completed on paper incorporating all choices from handout #2** Flag design transferred to computer accurately and completely **Design is neat and attractive**	Personal Family History Handout returned on time with at least 15 spaces filled in **Handout #2** **Completed with 5-8 choices**
4	Flag design completed on paper with three or four choices from Handout #2 **Flag design transferred to computer with moderate accuracy** Doesn't look neat	Personal Family History Handout –returned on time with 10-14 spaces filled in. **Handout 2 completed with 3-4 choices**
3	**Flag design completed on paper with one or two choices from handout #2** Flag design transferred to computer	Personal Family History Handout returned 1 day late with at least 15 spaces filled in. **Handout #2 completed with less than three choices**
2	**Flag design completed on paper** Design is random- not related to personal information **Design not transferred to computer**	**Personal Family History Handout returned 1 day late with less than 15 spaces filled in.** Handout #2 not turned in
1	Flag design not completed on paper **No computer designed flag**	Personal Family History Handout not turned in. **Handout #2 not turned in**

	Writing – Flag Description	Presentation
5	Flag description is at least three paragraphs in length Includes all choices from handout #2 **Transferred to computer** **Grammar and spelling correct**	**Oral presentation includes all choices from handout #2** Voice is always clear and audible
4	Flag description is 1-2 paragraphs in length Includes all choices from handout #2 **Transferred to computer** **Not more than 3 grammar and spelling errors**	**Oral presentation includes most choices from handout #2** Voice is usually clear and audible
3	Flag description is a few sentences in length Includes some choices from handout #2 **Transferred to computer** **Grammar and spelling are poor**	**Oral presentation includes one or two choices from handout #2** Voice is unclear and often difficult to hear
2	Flag description does not include choices from handout #2 **Transfer to computer is incomplete**	**Oral presentation is difficult to follow** **Does not include any information from handout #2** Voice is nearly always difficult to hear.
1	**Flag description not completed**	**Oral presentation not given**