

Flags Flying High

Students examine flags used by various government agencies in Kodiak over time. They will discuss the use of symbols and color in flag design and identify symbols significant to Kodiak and the state of Alaska. Students then design and construct their own flag.

Grade Level: Grades 2-4

Alaska Standards Addressed (p. 2)

Timeframe: one to two class sessions

Materials:

- Background information listing sources of information(enclosed)
- Student resource sheets:
Meaning of Colors
Flag Practice page
Flags of Our Island
Flags Flown on Kodiak Island:
 - *Russian flags flown over Kodiak,*
 - *American flags flown over Kodiak*
 - *Commercial flags/logos seen in Kodiak*
- U.S. Flag
- Alaskan Flag
- Projector/computer
- Digital images of flags & logos
- Muslin fabric rectangles about 10"x8"
- Hot-glue gun
- Small 12" long, ¼" dowels for flag poles
- Fabric-painting pens and markers

Procedure:

- Discuss how symbols are everywhere. Explain how a symbol is a picture that stands for an idea, use the U.S. modern flag or Alaska flag as an example that our flag stands for our country, we identify the values, laws and culture of the U.S. with that flag.
- Distribute *Flags Flown on Kodiak Island*
- Display in chronological order, the flags that have flown over the Baranov magazin from



the Russian period to today.

Students follow along as you point out the various symbols and colors on each flag, ask questions and make observations about the flags. Ask what the various flags may have meant to the residents of Kodiak when they were flown and what they mean today.

- Distribute *Flags of Our Island* and *Meaning of Color* and discuss how certain animals represent certain symbols. Ask students to answer: What might these Kodiak animals represent on a flag? Are there animals that might represent you?
- Discuss colors, shown on *The Meaning of Color* and how they may represent or trigger certain feelings or emotions. What color represents you?
- Explain that students will design a flag (on *Flag Practice page* first), using colors and symbols to help tell their Kodiak story. Brainstorm what symbols represent them or their relationship to Kodiak. After students have drafted their flag, they share with one another.
- Distribute the fabric flags for the students' final product. Explain how to use the fabric paint pens, and provide assistance as needed per the age group.
- When the flags are complete, the teacher will use a hot-glue gun to affix the flag to the dowel.
- Have all the students share their flags and explain the symbolism and colors chosen.

Assessment:

Success will be determined by:

- Students create a flag that they feel represents their values and background,
- Students' use of color and symbols expresses themselves adequately,
- Students gain an appreciation about the flags and everyday symbols that are a part of Kodiak's history.



Extensions:

- Compare and contrast today's logos for organizations and businesses in Kodiak
- Students research the history of a commercial entity represented on *Commercial Logos flown over Kodiak*
- Investigate logos of other local entity, e.g. Native corporations and tribes, non-profit groups, analyze the colors, fonts, graphics used on the logo.

Alaska Content Standards

Government & Citizenship

B.2 Recognize American heritage and culture, including...patriotism, strong family units, and freedom of religion;

History

A. 4 Understand that history relies on the interpretation of evidence;

A.6 Know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;

A.7 Understand that history is dynamic and composed of key turning points;

A.8 Know that history is a bridge to understanding groups of people and an individual's relationship to society;

C.3 apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and

C.4 Use historical perspective to solve problems, make decisions, and understand other traditions.

A.6 Use visual techniques to communicate ideas

B.1 Comprehend meaning from written text and oral and visual information by applying a variety of reading, listening and viewing strategies

B.2 Reflect on, analyze and evaluate a variety of oral, written and visual information and experiences

B.3 Relate what he/she views, reads and hears to practical purposes in his/her own life, the world outside and to other texts and experiences.

English/Language Arts

A.4 Write to describe