

# Rally Round the Flag

*Grade Level: 3<sup>rd</sup> – 5<sup>th</sup> Grade*

*Time Requirements: 60 minutes*

## *Overview*

During their visit to the African American Civil War Museum your students viewed the division, brigade and corps flags for the 25<sup>th</sup> Army Corps of the United States Colored Troops (USCT). Each regiment, brigade, division and corps, had a flag. The flag of the 25<sup>th</sup> Army Corps was flown when regiments from the corps entered Richmond upon capturing the city. Many flags used pictures and shapes as symbols to communicate a theme, such as regimental flags. Students will use their choice of colors and shapes to create their own flag and communicate its meaning to others.

### ★ *What you will need*

Regimental flags for the USCT (attached)  
Paper  
Markers, paint, crayons or colored pencils

## *Procedure*

To begin this activity show students some of the regimental flags they saw at the museum and let them know that the flags identified different regiments. A regiment has at least one thousand men and there were 166 regiments in the USCT. Regimental flags have symbols and shapes that had meaning to the Army and to the men of the regiment. Have students share some of their thoughts about what they see and what it means, use guiding questions to stimulate thought and discussion.

### ? *Guiding Questions*

1. *What shapes, colors, symbols or images do you see in the regimental flags?*
2. *What do you think these shapes, colors, symbols or images mean?*
3. *Why did each regiment have a different flag?*

After the discussion each student will make their own regimental flag. They will add symbols, shapes and colors to the flags and share their meaning with the class.

### Program Specific Terms:

1. **Abolition**- The ending of slavery in the United States.
2. **Company**- Composed 100 men and led by a Captain.
3. **Regiment**- Composed of 10 companies/ 1,000 men and led by a Colonel.
4. **Corps**- composed of 3 or 4 divisions and led by a Major General.
5. **Drill**- To practice marching, military formations and the steps in firing and handling one's weapon
6. **Emancipation**- The act of setting free from bondage or slavery.
7. **Hardtack**- A hard biscuit made of flour and water eaten by soldiers in the Civil War.
8. **Haversack**- A square canvas or leather bag used to carry a soldier's personal equipment during the Civil War.
9. **Minie Bullet**- A conical-shaped lead projectile fired from a rifled musket.
10. **Musket**- A smoothbore, single-shot shoulder gun that fired a round ball.
11. **Ramrod**- A thin metal or wood stick used to push the cartridge, black powder, and a round ball or minie ball down the barrel of a musket.
12. **Secession/Secede**- formal withdrawal of 11 Southern States from the Union resulting in the start of the Civil War.
13. **Sutler**- A merchant who traveled with the army selling soldier's items.
14. **Recruitment**- to bring in new soldiers.

# Flags of United States Colored Troop Regiments



## ***Standards of Learning Covered in School of the Soldier***

***Language Arts Common Core ( [www.corestandards.org](http://www.corestandards.org) )***

### ***3rd Grade***

CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### ***4th Grade***

CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### ***5th Grade***

CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## ***Social Studies***

### ***3rd Grade***

3.4.1 Compare and contrast how people in the past met their needs in different ways.

3.4.2 Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> centuries.

### ***5th Grade***

5.5. Students summarize the causes and consequences of the Civil War.

5.6 Students explain the successes and failures of Reconstruction.

## ***Arts Standards***

### ***3rd Grade***

3.2.1 Maintain the workspace, materials, and tools responsibly and safely.

3.3.2 Create a contour drawing of shapes and forms that demonstrate the progression to real objects.

### ***4th Grade***

4.2.1 Maintain the workspace, materials, and tools responsibly and safely.

4.2.2 Create a contour drawing of objects showing convexity.

### ***5th Grade***

5.2.1 Maintain the workspace, materials, and tools responsibly and safely.

5.2.2 Create gesture and contour observational drawings demonstrating horizontal axis, vertical axis and diagonal axis.