

E.T. A LOCAL WAY OF LEARNING

Title: FLAGPOLE

Author: Jane Ducey
Eulalie R. Rivera Elementary School

Grade Level: 5-8

Concepts: 8. Values & Attitudes

Disciplines: 1. Social Studies
2. Language Arts
3. Art
4. Math

Objective:

Student shall use the flag as a tool for learning or reviewing the origin, meaning of the flag and its use as a signal system. Student may also make use of the pole for assorted measurements.

Rationale:

Symbols on flags have interesting origins. The Virgin Islands flag although arbitrarily designed by the Navy commander then in charge of the islands was recently, by referendum, retained by the majority of the island people. However, although most people felt the symbol had for 60 years served the territory and should be kept, many others would like to see an indigenous design that would better reflect the islands.

Materials Needed:

Paper, pencil
Yardstick

Directions/Activity:

1. Look at the flag and describe the thoughts you have about it at this moment. Discuss the meaning of "symbol" and the meaning a country's flag has for the people who live there.

2. Does the V.I. flag design contain elements that relate closely to the West Indian Islands?

3. Do people tend to embrace change or do they prefer to retain things they grew up with and are accustomed to seeing every day?

4. As an art project make a design for a flag which you feel would look good and best represent the island scene on the eve of the 21st century.

E.T.
FLAGPOLE

5. List two reasons for having the flag at schools.

a. _____

b. _____

6. Why is the flag sometimes flown at half mast?

7. Using the Beaufort Wind Scale note the name and speed of the wind that shows the flag extended.

8. Might the flag ever be flown upside down and what would it be a signal of in that position?

9. By sight, estimate in feet the height of the flagpole from the base to the top.

10. Using either the artist-comparison method of measurement or the isosceles-triangle method, measure in feet the height of the flagpole. Compare your answer with your estimate.

11. Look at your watch to determine the time of day, and record it in this space. _____ Use a yardstick to measure the length of the shadow cast by the flagpole, and place a marker at the top end of the shadow.

In what direction is the shadow of the flagpole cast? _____

Return to the flagpole several hours later, but while the sun is still shining. Record the time of day. _____

Measure the length of the shadow now cast by the flagpole, and place a marker at the top end of the shadow.

What is the difference in feet in the length of the present shadow and the one cast several hours earlier? _____

In what direction is the shadow of the flagpole now cast? Explain the difference between the two lengths of the shadow and the change in direction of the shadow cast by the flagpole.

(no materials required)

Measure the wind with the Beaufort Wind Scale.

* mph = miles per hour

Beaufort number	Description*	Observation
0	calm (0-1 mph)	smoke rises vertically
1	light air (2-3 mph)	smoke drifts slowly
2	slight breeze (4-7 mph)	leaves rustle; windvane moves
3	gentle breeze (8-12 mph)	twigs move; flags extended
4	moderate breeze (13-18 mph)	branches move; dust and paper rise
5	fresh breeze (19-24 mph)	small trees sway
6	strong breeze (25-31 mph)	large branches sway; wires whistle
7	moderate gale (32-39 mph)	trees in motion; walking difficult
8	fresh gale (39-46 mph)	twigs break off trees
9	strong gale (47-54 mph)	branches break; roofs damaged
10	whole gale (55-63 mph)	trees snap; damage evident
11	storm (64-72 mph)	widespread damage
12	hurricane (73-82 mph)	extreme damage