

# Flags Educator Guide



## Overview:

**Flags Slide Presentation** by panAFRICaproject is designed for use with students in elementary and middle school. However, teachers are free to modify to meet their specific needs and grade levels. For instance, aligning with the *Massachusetts Department of Elementary and Secondary Education History and Social Science Framework*, “Flags” can be used with second graders (Civics in the Context of Geography: Countries and Governments [2.T4]). In grade 6, students study World Cultures and Geography, with a focus on countries in Africa (6.T3 and 6.T4).

**Note:** Each flag shown provides information about when and from whom the country gained independence. Students may notice that these countries are young compared to the United States. Each country’s flag has a story. Students are encouraged to become vexillologists and research flags and flag design. The term *vexillology* is fun for students of all levels.

## Vocabulary:


**symbol** - something that stands for or represents something else


**vexillology** - the study of flags

**vexillologist** - a person who studies flags


## Flags Slide Presentation:

### Slide One

 panAFRICaproject was created by Lou Jones, a Boston-based photographer who is documenting modern Africa in photographs with the goal of visiting each of the continent's 54 countries. He has photographed in 14 countries so far, meeting people from all walks of life, including doctors, lawyers, artists, engineers, educators and farmers.

 Why do you think he decided to take on such a project?

### Slide Two

 Every country has its own unique flag. Some people study the history, design & usage of flags.

 Do you know what the study of flags is called?

### Slide Three



Vexillology is the study of flags. Someone who likes to learn about flags is called a vexillologist. A flag is a symbol that represents a country, state, or organization.



Every flag has a story. It's colors and designs are symbolic.

#### Slide Four



Flags are a source of pride.



What do you notice about this flag?

#### Slide Five



Every flag has a story. This is the flag of Namibia, a country in Africa. The colors, shapes, and design all have meaning.



Who do you think designed this flag and why?

#### Slide Six



These flags are displayed outdoors near the Hassan Mosque in Casablanca, Morocco, in Africa.



Where have you seen flags displayed outdoors? What do you notice about this flag?

#### Slide Seven



Some countries combine religious and government practices. Some countries separate religious and government practices. Morocco's flag design combines elements that represent both government and religion.



Who do you think designed this flag and why?

#### Slide Eight



This flag is displayed indoors at a meeting in Gabon, a country in Africa.



Where have you seen flags displayed indoors? What do you notice about this flag?

#### Slide Nine



No two countries have the exact same flag. In Africa each of the 54 countries has its own flag.



Do you notice anything that the flags all have in common? Of the three flags shown, do you have a favorite? If so, explain why.

#### Slide Ten



There are 54 countries in Africa, therefore there are 54 unique flag designs.

#### Slide Eleven



Additional internet resources.

#### Student Flag Activity:

### **Option A**

Namibia's flag was designed by Theo Jankowski, Don Stevenson and Ortrud Clay. Gabon's flag was modified by its government when it gained independence from France. Morocco's Flag was designed by Mulay Yusef in 1915, but didn't become the country's official flag until 1956.

Students design a flag to represent their classroom, school, or neighborhood. They should be able to explain why they chose the elements (colors, shapes, designs) they did.

Depending on available materials, students may use construction paper, crayons, markers, felt or other fabric and fabric paint, or a computer program that has drawing/design capabilities.

### **Option B**

Students research and report on three or more other country flags to share with classmates. The facilitator may assign countries to students or have students choose their own. Having a variety to share is best. Working independently or in pairs, students include the name of the country, the year the country gained independence, the flag's colors, shapes and designs and the meaning of each on the flags. Students can create a poster or slide presentation to share with their classmates.