



Name \_\_\_\_\_

Date \_\_\_\_\_ Class \_\_\_\_\_

## ACTIVITY: Battle Flag



Guilford Battle Flag, N.C. Museum of History collection, H.1914.246.1.

### Essential Question

How do symbols like the Guilford Courthouse flag shape our understanding of history, identity, and the American Revolution – even when their authenticity is uncertain?

### Background

The Guilford Courthouse battle flag is also known as the N.C. Militia flag. According to family history, Captain Macajah Bullock of the Granville County militia brought it home from the Battle of Guilford Courthouse. It remained in Granville County for more than one hundred years. In 1854, Bullock's descendants presented it to a local Masonic Lodge. In 1914, the Masons donated it to the N.C. Museum of History. Close examination of the textile hints at a possible post-Revolutionary date. It may have had 14-16 stars and stripes at one time and is made of cotton, indicating construction after 1792.

### Analyze Color and Pattern

Examine the flag. Make notes about color, symbolism, and how it may compare to other versions of the American/Revolutionary flag. Think-pair-share with a partner and then the class.

### *Compare with Another Early Flag*

Compare the Guilford flag to another early American flag or current U.S. flag.

Reflect & Discuss: In what ways do these flags express or contribute to “American” identity?

Flag Comparison Chart	Guilford Courthouse Battle Flag	_____ Flag
Colors		
Shapes		
Does it trigger an association or feeling? If so, what?		

### *Design a Call to Action:*

On a separate paper (or poster board), create a design to rally groups to action. Include what you have learned about color and visual symbolism as a way to express identity and values. *Explain your design choices.*

**What** symbols did you include and what is their meaning?

**How** would you share or promote your call-to-action design?