

Hats Off!

The U.S. Navy and Your Community

A curriculum guide for grades K-2



Developed by the Education Department
of the National Museum of the United States Navy
Washington Navy Yard, D.C.
www.history.navy.mil

Hats Off! Table of Contents

1. Teachers' Welcome	1
2. Introduction	2
3. Activities	3
a. Anchors Aweigh.....	3
b. Hats in Your Community	5
c. Hats Off!	7
i. Are you a player, or coach?	7
ii. Who wears which hat?	7
iii. Protective Hats.....	13
iv. Making an Officer's Hat.....	14
d. Signal Flags!	15
i. Signal Flag Name Writing	15
ii. Signal Flag Memory	16
iii. Signal Flag Name Writing Worksheet	17
iv. Supplemental Materials: Signal Flags	18
4. Writing a friendly letter	20
5. Supplemental Activities	21
6. Photos!	22
7. National Standards of Learning	24
8. Return information.....	26

Hats Off! Teachers Welcome

Teachers,

Thank you for choosing to use the Hats Off! educational program from the U.S. Navy Museum's Field Trip in a Box collection as part of your curriculum. Valuable information can be gained from visiting museums and participating in their activities, but sometimes it is not possible to visit the actual museum site. In those instances we have decided to bring the museum to you!

The U.S. Navy is a community, with its sailors working and living much like the people in your community. In this kit, you will find information and images of these officers and enlisted sailors, to learn about what they do through the hats that they wear. We think that you and your students will find that they do many of the same jobs! In this lesson, students will view and compare hats worn by both officers and the enlisted, explore communicating with flags, learn a Navy song, and discover the interesting world of the U.S. Navy. This allows students to learn about the Navy and the U.S. Navy Museum and all it has to offer without leaving the classroom.

Materials included in your kit:

- Teacher's curriculum guide
- Photo Cards
- Signal Flags (5x7)
- Signal Flag Memory Decks
- Male and Female officer hat templates
- Device Sticker Page
- Hats Off Coloring Pages
- Program Survey
- CD of *Anchors Aweigh*
- Tar Hat
- Tri-cornered hat
- Flat Hat
- Fore and Aft Hat
- Officer Hat – Male
- Officer Hat – Female
- Enlisted Hat—Male
- F-14 Helmet

Items you will need to provide:

- Scissors
- Collection of old magazines/general photos of people in a community
- Push pins for a bulletin board
- Masking tape
- Yellow and black markers
- Crayons/colored pencils
- Stapler

We hope you enjoy this experience and that your students enjoy learning about the U.S. Navy!

-The U.S. Navy Museum Education Department

Hats Off! Introduction

Hats Off! is designed to introduce students K-2, to the concept of authority and rank in the U.S. Navy, the difference between officers and enlisted personnel, and why it is so important for the military to have this system. It is also designed to demonstrate how the U.S. Navy is a community, with its sailors performing many of the same jobs that are found in a town.

Background

The U.S. military, which includes the U.S. Navy, organizes its personnel by a system of rank. This ranking system allows the military to delegate operations, command, and logistics. At its most basic level, there are two types of personnel in the Navy: Officers and Enlisted.



Officers: hold a position of authority in the Navy. Commissioned officers generally receive training as leadership and management generalists, in addition to training relating to their specific military occupational specialty or function in the military. A non-commissioned officer, also known as an NCO, is an enlisted member of the Navy who has been given authority by a commissioned officer. The NCO is often the primary supervisor of the Enlisted personnel.

Enlisted: is any rank below a commissioned officer. The term can also include noncommissioned officers. In most cases, enlisted service personnel perform jobs specific to their own occupational specialty, as opposed to the more general command responsibilities of commissioned officers.



Officers and Enlisted are identified by their uniforms. Their hats are an important part of this uniform. Sailors must wear a hat anytime they are outside, and they take them off when they are inside. One way to tell an officer from an enlisted sailor is to look at the hat he or she is wearing. We will look further into Officer and Enlisted hats in Activity 3.

Our goal at the conclusion of this program is to have the children not only have a better understanding of the relationship between officers and enlisted personnel, but a better understanding of relationships within their community. By taking time to discuss the importance behind relationships such as teachers and students or coaches and players, students can have a better appreciation of why positions of authority are put into place, and how these relationships work together to make their community a better place to live.

Activity 1: Anchors Aweigh!

Get your students into the spirit of the U.S. Navy! Originally written in 1906 by Charles Zimmerman and Alfred H. Miles, *Anchors Aweigh* continues to be the unofficial song of the U.S. Navy. First written to be a fight song at the United States Naval Academy, the lyrics were changed in 1950 to include all of the Sailors, rather than just the Midshipmen at the Naval Academy. Today, *Anchors Aweigh* represents the 235 years of heritage and pride Sailors feel for the U.S. Navy. Have your students listen to the song first on the provided CD, and then have them sing along!

Lyrics to Anchors Aweigh

(Please see the provided sheet music to see the original lyrics.)

Stand Navy out to sea, Fight our battle cry
We'll never change our course, so vicious foe steer shy-y-y-y
Roll out the T.N.T. Anchors Aweigh
Sail on to victory and sink their bones to Davy Jones, hooray!
Yo ho there ship-mate, take the fighting to the far off seas
Yo ho there mess-mate, hear the wailing of the wild banshees
All hands-fire-brands, let's blast them as we go, so

Anchors Aweigh my boys, Anchors Aweigh
Fare well to college joys, we sail at the break of day-day-day-day
Through our last night on shore, drink to the foam,
Until we meet once more, here's wishing you a happy voyage
home

Heave a ho there sailor, everybody drink up while you may
Heave a ho there sailor, for you're gonna sail at break of day,
Drink a-way, Drink a-way, for you sail at the break of day, Hey!

ANCHORS AWEIGH

2

Words by (1907)
 CAPT Alfred H. Miles, USN Music by
 Revised lyrics by George D. Lottman LT Charles A. Zimmermann, USN

Lively march tempo

Stand, Na - vy, out to sea, Fight our bat - tle
 An - chors A - weigh my boys, An - chors A -
 cry; We'll nev - er change our course, So vi - cious
 weigh Fare well to col - lege joys, We sail at
 foe steer shy - y - y - y Roll out the T. N.
 break of day - day - day - day! Through our last night on
 T. An - chors A - weigh Sail on to vic - to -
 shore, Drink to the foam, Un - til we meet once
 ry And sink their bones to Da - vy Jones, hoo - ray!
 more Here's wish - ing you a hap - py voy - age home.

End

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 Permission Copyright Proprietor.

2 continued

Yo ho there ship - mate, take the fight - ing to the far - off
 Heave a - ho there sail - or, ev - ry - bo - dy drink up while you
 seas; Yo ho there mess - mate, hear the wail - ing of the wild ban -
 may; Heave a - ho there sail - or, for you're gon - na sail at break of
 shees. All hands fire brands Let's blast them as we go. So
 day, Drink a - way, drink a - way, For you sail at break of day, Hey!

From beginning to End

ORIGINAL VERSION

1. Stand Navy down the field,
 Sails set to the sky,
 We'll never change our course,
 So Army you steer shy-y-y-y.
 Roll up the score, Navy.
 Anchors Aweigh,
 Sail Navy down the field
 And sink the Army, sink the Army Grey.
2. Get under way, Navy,
 Decks cleared for the fray,
 We'll hoist true Navy Blue
 So Army down your Grey-y-y-y.
 Full speed ahead, Navy;
 Army heave to,
 Furl Black and Grey and Gold
 And hoist the Navy, hoist the Navy Blue.
3. Blue of the Seven Seas;
 Gold of God's great sun
 Let these our colors be
 Till all of time be done-n-n-ne,
 By Severn shore we learn
 Navy's stern call:
 Faith, courage, service true
 With honor over, honor over all.

Activity 2: Looking at Hats in Your Community

Have your students begin thinking about the different jobs that exist in their community. Have them discuss jobs that require the worker to wear a hat. Some examples are: firefighters, football/sports players, police officers, construction workers, or postmen. In groups, have the students look through magazines and find pictures of the workers they have discussed. Talk about why they wear their hats and what purpose they serve, such as, protection from weather or injury, or as part of their uniform, like a police officer or airplane pilot. Ask if the hats differ between supervisors and workers or coaches and players.

Take the pictures the children find, and put them on a bulletin board. Have the students put the purpose of the hat next to each one.

For this activity you will need:

- Magazines
- Scissors
- Tape

Activity 2: Looking at Hats in Your
Community

to be reproduced and cut

Protection -- weather

Protection -- injury

Uniform

Activity 3: Hats Off!

To introduce the concept of rank and the position of authority, ask the students if they are on a sports team or in another organization, like scouting. The relationship between officers and enlisted sailors is much like a relationship between a coach and a player or the teacher and student relationship.

Are you a player or coach?

This activity explores different positions of authority in the students' community. A majority of your students will play a sport or be in scouting. Ask them if they are the coaches of their team or the players and have them say why they are the players rather than coaches. Make a table with the reasons why students are often the players and adults are the coaches. You can also use the teacher/student relationship.

Example:

Players	Coaches
Don't know the rules as well Learning how to play the game Have a specific job (i.e. position)	Older, mom's and dad's age More experience playing the game Tell the players what to do Keep the players safe More general responsibilities

This is a basic way to explain the concept of the officer/enlisted relationship in the Navy.

Officers: hold a position of authority in the Navy. Commissioned officers generally receive training as leadership and management generalists, in addition to the training they receive relating to their specific military occupational specialty or function in the military.

Enlisted Sailors: are any rank below a commissioned officer. The term can also be inclusive of noncommissioned officers. In most cases, enlisted service personnel perform jobs specific to their own occupational specialty, as opposed to the more general command responsibilities of commissioned officers.

What characteristics of coaches match officers? How are enlisted sailors like players?

Who wears which hat?

Officers and enlisted sailors wear many different kinds of hats depending upon the type of work needed, but they always look different from each other. During this activity, you will be showing drawings, photos, and replica hats worn by officers and sailors throughout U.S. Naval history.

Activity 3: Hats Off!

****Note about the replica hats**** As you talk about each time period, use the replica hats as examples. After the discussion, you may pass the hats around to be tried on. This is optional, as they are delicate; please use your best judgment. When at the museum, one hat is passed out at a time, and the students are allowed 5 seconds to try on the hat.

To begin, ask the students introductory questions:

- How old will the U.S. Navy be this year? (A: 233+ years old. The U.S. Navy celebrates its birthday on October 13, 1775.)
- Do you think officers and sailors' hats looked the same 233 years ago?

Tar Hat (enlisted) and Tri Cornered Hat (officer): 1775-1860

Tar Hat: This wide brimmed black hat was worn by enlisted sailors during the early years of the United States Navy, up to the American Civil War. Painted with tar, the wide brim helped to keep the sun and rain off the sailor's face.

Sample questions to ask students:

- Why do you think this is an enlisted hat?
- Which hat (the tar hat or tri-cornered hat) would protect your face from the sun?

Tri-Cornered Hat: This is the first Navy officer's hat, worn during the American Revolution. This fabric hat, often covered with beaver fur, and was folded on its three sides to allow the officers to carry it under their arm. These hats were often decorated with gold ribbon or feathers and usually had a cockade, or knot of ribbon, to symbolize their nationality. This hat was not as long lasting as the Tar Hat and was replaced by the Cockeyed hat in the early 1800s.

Sample discussion questions:

- Does the tri-cornered hat protect the wearer from the sun or rain?

Flat Hat (enlisted) and Fore and Aft Hat/ Cockeyed (officer) 1860-1941

Flat Hat: Enlisted Sailors started to wear this round wool hat during the Civil War. It is the first hat officially issued to sailors. The name of ships would be sewn to the ribbon around the brim to distinguish sailors when in port. During WWII, "US Navy" was sewn onto the ribbon.

Sample discussion questions:

- Does this hat provide protection from the weather like the tar hat?
- Why do you think this was called a Donald Duck Hat during WWII?

Activity 3: Hats Off!

Cocked Hat: This hat is descended from the tri-cornered and the bicorn hat (worn in the style of Napoleon, with the points of the hat even with the shoulders). Officers pinned up the cocked hat at its two sides to form a hump-back bridge shape, and wore it with the front end protruding over the nose and the back of the neck. A cockade in the national colors may be at the right side, and is often trimmed with gold or silver lace.

Sample discussion questions:

- Does this hat have a practical purpose?

Modern Day Hats: White Dress Hat (officer male and female), Enlisted Female Hat, and White Hat (enlisted male) 1941- present day

Pre discussion questions:

- Did the U.S. Navy allow women to serve 233 years ago? How about 150 years ago?
- Do women serve in the U.S. Navy today?
- While women served as nurses since the Civil War, women officially were allowed serve in the Navy as nurses in 1908.
- Do women need different hats than men? Why?

White Dress Hat: (male officer) A military style cap with black visor, rigid standing front, flaring circular rim, and black cap band. It can be worn with detachable khaki, green or white cap cover, as required. This hat is worn with the dress white uniform. It is usually worn to ceremonies, inspections and watches. The device (design) in the center of the hat is an eagle on top of a shield, in front of two crossed anchors. The visor on a junior officer's hat is plain black; senior officers have gold oak leaves on the visor; the more leaves, the higher the rank.

- Would you wear this to perform a dirty job, such as, cleaning?

For day-to-day work, officers are allowed to wear service khakis. These uniforms are only for officers, and Chief Petty officers (enlisted officers) to distinguish them from enlisted sailors. With this uniform, they would wear a **garrison cap**: a foldable cap with straight sides and a creased crown sloping to the back where it is parted. If the work is especially dirty, coveralls and a **baseball cap** with the name of the ship are worn.

White Dress Hat: (female officer and enlisted female) A military style cap with black visor, circular brim with rigid upswept sides and black cap band, worn with detachable white or khaki cap cover as required. To distinguish officer from enlisted, the device is changed. Female officers have the same device as male officers, and enlisted women place an eagle with the block letters USN on the front of their hat.

Activity 3: Hats Off!



Enlisted Device



Officer Device

White Hat (enlisted male): Made of white cotton twill, with rounded crown and full-stitched brim. This hat is worn with both the summer and winter uniforms. During WWII, this hat was often referred to as a Dixie Cup Hat, as it was shaped like the popular paper cup. When wearing “working uniforms,” a baseball cap with NAVY on the front is worn.

- When an officer has taken off his hat, how do you know which officer has more authority?

A: Take a look at their shoulder boards!

Shoulder Boards: A pair of narrow, stiff, cloth patches bearing an insignia of rank and worn on the shoulders of a commissioned officer.

- Do enlisted sailors have shoulder boards?

A: No, they have rating badges, which show both rank and jobs in the Navy. Like shoulder boards, the more stripes, or stars the more authority.

(See the next pages for examples of shoulder boards and rating badges)

Activity 3: Hats Off!

Navy • Coast Guard
Officer Ranks


Fleet Admiral
(Reserved for Wartime)



Admiral / Commandant
of the Coast Guard



Vice Admiral



Rear Admiral
(Upper Half)



Rear Admiral
(Lower Half)



Captain


Commander


Lieutenant Commander


Lieutenant


Lieutenant
Junior Grade


Ensign

U.S. Navy Officer Rank

Activity 3: Hats Off!



Master Chief Petty Officer
of the Navy / Coast Guard



Master Chief Petty Officer,
Fleet/Force/Command
Master Chief Petty Officer



Senior Chief Petty
Officer



Chief Petty
Officer



Petty Officer
First Class



Petty Officer
Second Class



Petty Officer
Third Class



Seaman



Seaman Apprentice

Seaman Recruit

U.S. Navy Enlisted Rank

Activity 3: Hats Off!

Protective Hats

- Do adults have to wear a bicycle helmet when riding a bike? Do you?
- Why is it important to wear helmets?

Like jobs in your community, some jobs in the U.S. Navy require helmets. The helmets will vary depending upon the job required.

Here are some examples of helmets used in the Navy (refer to supplemental photos):

MK-21 U.S. Navy Diving Helmet: The MK-21 diving helmet is currently the U.S. Navy's primary diving helmet for salvage and deep water diving. The **MK 21** is constructed with a fiberglass shell that is weighted for neutral buoyancy so that it stops the helmet from floating up on the diver. It also has a demand regulator, greatly improving gas efficiency and eliminating much of the noise and communication interference associated with free-flow helmets. For working at night, the MK 21 can be fitted with lights, and a video camera can be added so that the diving supervisor and attending engineers can see exactly what the diver is working on.

Flight Helmet: Includes a visor for protection from the sun and from windblast in case of an ejection, and an oxygen mask for protection against hypoxia in high altitude flight. The helmet also contains communications equipment that can interface with the aircraft's radios and intercom.

Firefighting Helmet with a self contained breathing apparatus: Sometimes referred to as a **Compressed Air Breathing Apparatus (CABA)** or simply **Breathing Apparatus (BA)**, this device is worn by rescue workers, firefighters, and others to provide breathable air in a hostile environment.

Combat Helmet: This helmet is reserved for the elite forces of the Navy, but is also widely used in the U.S. Army. It uses a new, more advanced, type of Kevlar and provides increased protection against handgun rounds. A pad system and four-point retention system, similar to the cushions and straps found on bicycle helmets, replaces the old nylon cord suspension system. The change provides greater impact protection and comfort for the wearer. It can be fitted with a mounting bracket for a night vision device (MNVD) on the front. It can also be fitted with a pair of straps on the rear to keep protective eyewear in place, as well as cloth helmet covers in varying camouflage patterns including US woodland, three-color desert, and solid black for use with SWAT teams.

- What other jobs do you think require helmets?

Activity 3: Hats Off!

Making an Officer's Hat

Included in the packet are templates for male and female officer's hats for the students to design and wear.

Materials needed:

Black and yellow markers

Device stick-on

Scissors

Stapler

Masking tape

1. Pick out a hat template—male or female
2. Look at the sample hats (officer hat included in kit, photographs)
3. Affix device to hat
4. Design hat and shoulder boards with markers
5. Cut out the hat
6. Measure the hat to fit your head
7. Staple your hat, use masking tape to affix the shoulder boards to your shoulders

Activity 4: Signal Flags!

Background:

Before the advent of the telegraph, telephone or two-way radio, ships would communicate with a series of signal flags. Each flag represents a letter of the English alphabet and each has a specific meaning when flown alone.

This system of international maritime signal flags is still used today and is recognized by the International Maritime Organization, established by the United Nations.

While signaling is not used daily, it can be used when radio silence is required, (in a hostile environment), or when the radio is down. Today, signal flags are most often used as an alert system to other ships. Each flag represents a warning or message such as, "have a diver in the water" ("A" flag) or "I am disabled communicate with me" ("F" flag). Please refer to the supplementary materials for the full meanings of each flag.

Along with a corresponding flag, each letter of the alphabet is represented by a word rather than a sound, which is called a phonetic alphabet.

A **Phonetic Alphabet:** is a list of words used to identify letters in a message transmitted by radio or telephone. Spoken words from an approved list are substituted for letters. For example, the word "Navy" would be "November Alpha Victor Yankee" when spelled in the phonetic alphabet. This practice helps to prevent confusion between similar sounding letters, such as "m" and "n", and to clarify communications that may be garbled during transmission.

Pose this question to your students:

If a man was on a boat and needed help, but his radio was broken and he is out of shouting distance, how could he communicate with the ship next to him?

Activities:

Name Writing (can be in centers/groups or full class)

Materials needed:

5x7 Signal Flags

Name Writing worksheet

Crayons/colored pencils

1. Put the 5x7 flags in a pocket chart in alphabetical order. Have the students "write" their name by drawing the flags and writing their name out with the phonetic alphabet.

Activity 4: Signal Flags!

Signal Flag Memory (centers/groups)

Materials needed:

Signal Flag memory deck

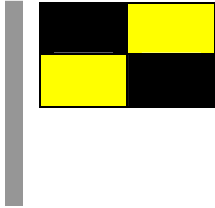
1. Shuffle deck
2. Lay each card face down on a table
3. On each turn, students get to turn over two cards. If they don't match, they must turn them back over; if they match, they keep the cards.
4. The student with the most matches wins!

Activity 4: Signal Flags!

Name Writing

Name: _____

Instructions: Draw your name in signal flags on the flag poles! (Hint: the flags fly top to bottom) An example "L" is drawn in for you.



Now write your name with the phonetic alphabet! Example: Lima Alpha Uniform Romeo Alpha (LAURA)

Supplemental Materials: Signal Flags

What do those flags mean? When flown alone, each flag gives an important message! The international meaning is in parentheses.

A: I have a diver down; keep well clear at slow speed.

B: I am taking in, discharging, or carrying dangerous cargo.

C: "Yes" or "affirmative".

D: I am maneuvering with difficulty; keep clear.

E: I am directing my course to starboard.

F: I am disabled; communicate with me.

On aircraft carriers: Flight Operations underway

G: I require a pilot.

H: I have a pilot on board.

I: Coming alongside. (I am directing my course to port.)

J: I am on fire and have dangerous cargo; keep clear.

K: I wish to communicate with you.

L: You should stop your vessel immediately.

M: My vessel is stopped; making no way.

N: No or negative.

O: Man overboard.

P: All personnel return to ship; proceeding to sea (Inport).

Q: Boat recall; all boats return to ship. (Ship meets health regs; request clearance into port.)

R: Preparing to replenish (At sea). Ready duty ship (Inport). (None.)

S: Conducting flag hoist drill. (Moving astern.)

T: Do not pass ahead of me. (Keep clear; engaged in trawling.)

U: You are running into danger.

V: I require assistance.

W: I require medical assistance.

X: Stop carrying out your intentions and watch for my signals.

Y: Ship has visual communications duty. (I am dragging anchor.)

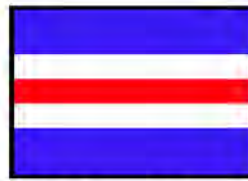
Z: I require a tug.



Alpha



Bravo



Charlie



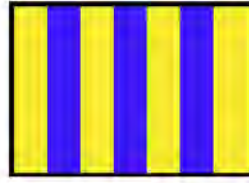
Delta



Echo



Foxtrot



Golf



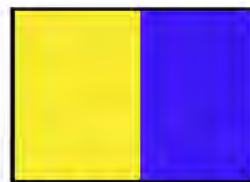
Hotel



India



Juliet



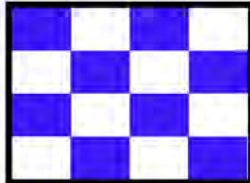
Kilo



Lima



Mike



November



Oscar



Papa



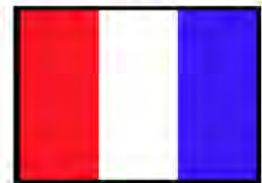
Quebec



Romeo



Sierra



Tango



Uniform



Victor



Whiskey



X-Ray



Yankee



Zulu

Signal Flag Reference Sheet

Writing a Friendly Letter

After the completion of the program, Hats Off!, writing a friendly letter is a great way to reflect on the experience and tell us (the staff of the U.S. Navy Museum) what they liked best about the program.

Quotes from previous friendly letters:

“...my favorite hat was the helmet.” Troy, 2nd grade

“Dear Mrs. Hockensmith, Thank you for sending us Field Trip in a Box. My favorite part was trying on the hats.” David, 2nd grade

“Plus I also liked singing Anchor’s Aweigh.”
Leena, 2nd grade

It was fun to make the hats. I put three gold stripes to be commander.” Shelby, 2nd grade

We can’t wait to hear what your students have to say!

Supplemental Activities

Hats Off! Coloring Book

When your students are finished with other activities, use the Hats Off! coloring book as a quiet individual activity.

Journal writing

Have your students look through the pictures of men and women working in the Navy, and write a short journal entry describing what is happening in the photo.

Photos!

We are very interested in your class and their participation in Hats Off! We would appreciate it if you would share any photographs that you take of your students participating in the Hats Off! program. After your students submit the completed photo release form, we will be able to use the photos in future promotion of the program, both in print form and on the web. If you are interested in sending photos, please include either the photograph or a CD of high resolution images. We look forward to seeing your class!



Mrs. Drake's 2nd graders, Redlands, California

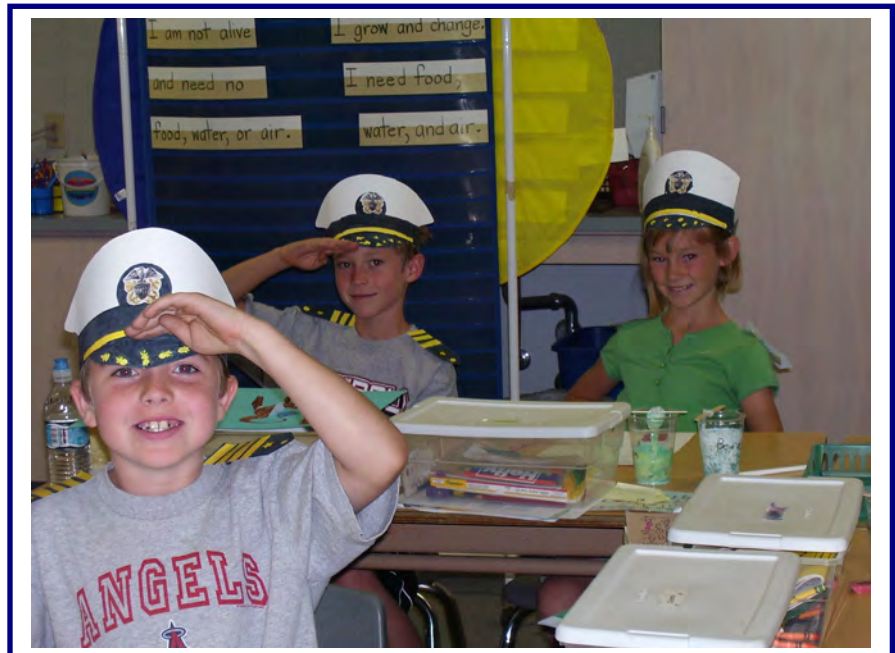




Photo Release Form

By signing this form, I allow the staff at the National Museum of the United States Navy to use any photo of my child taken during his/her participation in _____ (name of program) in _____ (name of teacher) ____ grade class. Uses will include, but are not limited to, advertisements in print and on the internet, for promotion of the Field Trip in a Box series.

Name of child: _____

Name of Parent/Guardian (please print): _____

Signature of Parent/Guardian: _____

date: _____

National Museum of the United States Navy
805 Kidder Breese St. SE
Washington Navy Yard
Washington, D.C. 20374
www.history.navy.mil

Hats Off! National Standards of Learning

Anchors Aweigh:

Fine Arts NA-M. K.-4.9 Understanding Music in Relation to History and Culture

Students identify various uses of music in their daily experiences and describe characteristics that make certain music for each.

Hats in your community:

Civics NSS-C.K-4.5 Roles of the Citizen

What is the importance of political leadership and public service?

Social Sciences NSS-USH.K-4.2 The History of Students' Own State or Region

Understands the people, events, problems, and ideas that were significant in creating the history of their state

Hats off!

Civics NSS-C.K-4.1 What is Government?

Visual Arts NA-VA.K-4.6

Students understand and use similarities and differences between characteristics of the visual arts and other art disciplines.

Visual Arts NA-VA.K-4.1

Students use art materials and tools in a safe and responsible manner

Signal Flags

Language Arts NL-ENG.K-12.4 Communication Skills

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Technology NT.K-12.4 Technology Communication Tools

Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

Hats Off! National Standards of Learning

Writing a friendly letter

Language Arts NL-ENG.K-12.5 Communication Strategies

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Hats Off! Return Information

When you receive Hats Off! you will find the following in your kit:

- Teacher's curriculum guide
- Photo Cards
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- Signal Flag Memory Decks
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- Device Sticker Page
- Hats Off Coloring Pages
- Program Survey
- CD of *Anchors Aweigh*
- Tar Hat
- Tri-cornered hat
- Flat Hat
- Fore and Aft Hat
- Officer Hat – Male
- Officer Hat – Female
- Enlisted Hat—Male
- F-14 Helmet

All materials except for the Male and Female officer hat templates and device stickers must be returned within 2 weeks of the completion of the program. Please return to:

Education and Public Programs Department
Attn: Laura Hockensmith
U.S. Navy Museum
805 Kidder Breese St. SE
Washington, D.C. 20374