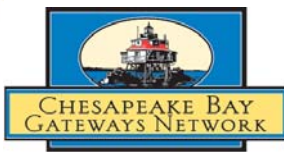


LONG MAY IT WAVE:



Fort MCHenry and the War of 1812

A National Curriculum for Grades 4 through 8



Developed by the Friends of Fort MCHenry in collaboration with Fort MCHenry National Monument & Historic Shrine and the Star-Spangled Banner National Historic Trail

Funding provided by the National Park Service, Chesapeake Bay Gateways and Watertrails Network

LESSON TITLE: The Design of Fort McHenry: The Star Fort

LESSON WRITER: Lindsay Bauman

LESSON EDITOR: Naomi Coquillon

DATE: June 3, 2011

COURSE/GRADE: Social Studies/ Grade 4, 8

UNIT: War of 1812- Fort McHenry's History

TIME NEEDED: One 45-minute class period

LESSON OVERVIEW:

In this lesson, students will explore the characteristics of a fort and evaluate the design of Fort McHenry. The students will have an opportunity to discuss their prior knowledge about the purpose and characteristics of forts, create their own design for Fort McHenry, and then compare their drawings to the actual design and, in teams, create a model of Fort McHenry.

BACKGROUND INFORMATION:

In 1793 while Great Britain and France were at war, Americans feared that the fighting would come to American soil so they began to build defenses along their coast. Baltimore City already had a rudimentary fortification at Whetstone point, the current site of Fort McHenry, but they felt that they needed greater fortifications. The citizens of Maryland petitioned the government to build a fort to protect the harbor. The government as well as the citizens of Baltimore raised the funds, and Fort McHenry was built between 1798 and 1802 under the direction of French Engineer Jean Forcin. The fort was named after James McHenry, the Secretary of War at the time. For additional information see the Library of Congress report on Fort McHenry (pages 21-28 focus on the construction of the fort).

OUTCOMES: At the end of this lesson, students will be able to use primary source documents to describe the design of Fort McHenry and will have practiced skills of communication and collaboration.

OBJECTIVES:

Focus Questions for the Lesson:

What is the purpose of a fort? What are the characteristics of an effective fort?

Maryland State Curriculum Content Objectives:

Grade 4

3.A.1.b Use photographs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland/ United States

3.A.1.c Identify and locate natural/physical features and human-made features of Maryland

5.C.2.a Describe Maryland's role in the War of 1812

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Grade 8

5.C.2.b Explain how the continuing conflict between Great Britain and France influenced the domestic and foreign policy of the United States

Maryland State Curriculum Skills and Processes Objectives:

6.F.1.a. Interpret information in maps, charts, and graphs

Common Core Standards for Literacy in History/Social Studies (grade 6-8):

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

21st Century Skills:

Learning and Innovation Skills

- Communication and Collaboration
 - o Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
 - o Demonstrate ability to work effectively and respectfully with diverse teams
 - o Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
 - o Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

MATERIALS:

- Chart paper and a marker
- Copies of Star Fort worksheet, 1 per student
- Copies of 1806 and 1864 plans of the Fort
- Cardboard and cardboard rolls, tape, markers and/or paint

PRIMARY SOURCES:

United States Department of War. Plan of Fort McHenry [1806]. Sketch or Drawing. National Park Service, Fort McHenry National Monument and Historic Shrine, Baltimore, MD.

United States Department of War. Sketch of Fort McHenry [1864]. Sketch or Drawing. National Park Service, Fort McHenry National Monument and Historic Shrine, Baltimore, MD.

OTHER SOURCES:

Historic American Buildings Survey. Fort McHenry National Monument & Historic Shrine, East Fort Avenue at Whetstone Point, Baltimore, Independent City, MD, pages 21-28 of 78.

Online posting. American Memory website. Library of Congress. 3 June 2011. < http://memory.loc.gov/cgi-bin/ampage?collId=hhdatapage&fileName=md/md0900/md0905/data/hhdatapage.db&title2=Fort%20McHenry%20National%20Monument%20%26%20Historic%20Shrine,%20East%20Fort%20Avenue%20at%20Whetstone%20Point,%20Baltimore,%20Independent%20City,%20MD&recNum=0&itemLink=D?hh:2:./temp/~ammem_yUI6::>

Lesson: The Design of Fort McHenry: The Star Fort

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SELECTED VOCABULARY:

Barbette – a mound of earth from which guns may be fired over the parapet

Fort- a strong or fortified place

Defense- something to use resist against an attack

Design- to prepare the preliminary sketch or the plans for (a work to be executed), especially to plan the form and structure of something

Parapet – a wall at the outer edge of a fort

Pentagonal -- shaped like a pentagon, 5-sided

Sodded – covered with grass

Terreplein – a level space behind the parapet on which cannon were placed

Water Battery – cannons located near the water's edge

PROCEDURE:

1) Motivation

- Ask today's focus question: What is the purpose of a fort? What are some characteristics of an effective fort? List student responses on the board or on chart paper.
- Explain that today we will be exploring the purpose and design for Fort McHenry in Baltimore to determine whether it is a good fort or not.

2) Guided Practice

- Read the dictionary definition of a fort:

fort–noun

1. a strong or fortified place occupied by troops and usually surrounded by walls, ditches, and other defensive works
2. any permanent army post.

fort -n

1. a fortified enclosure, building, or position able to be defended against an enemy
2. *informal* hold the fort to maintain or guard something temporarily

- How does this definition fit with our ideas about the purpose of a fort? Refer back to our brainstormed ideas, add to it if necessary.
- Divide students into groups and distribute the Star Fort worksheet.
- Read the Historic American Building Survey text, and discuss why the city of Baltimore felt they needed a fort and what features they might include.

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3) Independent Practice

- After students have created their own designs show them the 1806 and 1864 sketches of Fort McHenry and have them compare and contrast their own designs with the actual design of the fort.
- Point out the specific defenses in Fort McHenry's design. Emphasize that star-shapes were very effective designs for forts because there were no spots on the outside walls of the fort that could not be covered by cannon or gun fire by the fort's defenders.
- Note: For more current pictures of the defenses at Fort McHenry, see: <http://www.johnsmilitaryhistory.com/ftmchenry.html>

4) Assessment

- Students will build their own models of Fort McHenry. The students will be evaluated not only on their ability to recreate the fort's star shape, but also on their ability to work collaboratively on a group project. Students should evaluate themselves and the members of their group on their ability to share work and complete the project. The rubric should be given to students for completion; those scores should then be combined with the teacher's evaluation for a final grade.

5) Closure

- Wrap up the lesson by referring back to the list we made at the beginning of the lesson
 - o Was the shape of Fort McHenry what you originally thought a fort should look like?
 - o Were any of our initial thoughts correct?
 - o What have you learned about the design for a fort?

SUGGESTIONS FOR ACCOMMODATIONS:

For students with IEPs and 504s

- Provide a list of 4 or 5 characteristics of a good fort for them to refer to
- On the excerpt page, highlight the 5-6 sentences they need to assist with creating their design
- Have them "buddy read" to get the information from the primary sources

LESSON EXTENSIONS:

- Have students could compare and contrast the design of Fort McHenry to the design of other contemporary forts of that era.
- Take students to visit Fort McHenry to see the design and defenses in real life.
- Have students design a fort for another location or city. How would this fort be similar or different?



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RUBRIC

	Excellent (5)	Good (4)	Fair (3)	Poor (2-0)
Accuracy	Team has accounted for essential outlines of the fort especially the star design; team has gone above and beyond in interpreting or evaluating the fort design	Team has accounted for essential features	Team has accounted for most of the essential features of the fort	Team has failed to present the essential features of the fort or the project is incomplete.
Group Process	Team members organized work collaboratively and shared work equally, resolved disagreements amicably.	Team members mostly organized work collaboratively and shared work equally, resolved disagreements amicably.	Team members failed to resolve serious conflicts; one or two group members were saddled with unfair share of work.	Team members failed to complete the project or failed to work together; a single team member completed most of the project.
Presentation	Project is carefully constructed and presented	Project is somewhat carefully constructed and presented	Project is sloppily constructed and presented	Project is incomplete

How would you rate yourself and your team on:

Accuracy: _____

Group Process: _____

Presentation: _____

Please briefly describe the reasoning behind your score and provide one piece of constructive criticism and one compliment for each of your team members:

The Star Fort

Name: _____

Date: _____

Directions: Based on the information below, draw what you believe the design for Fort McHenry to be.

Excerpts from Historic American Buildings Survey Report

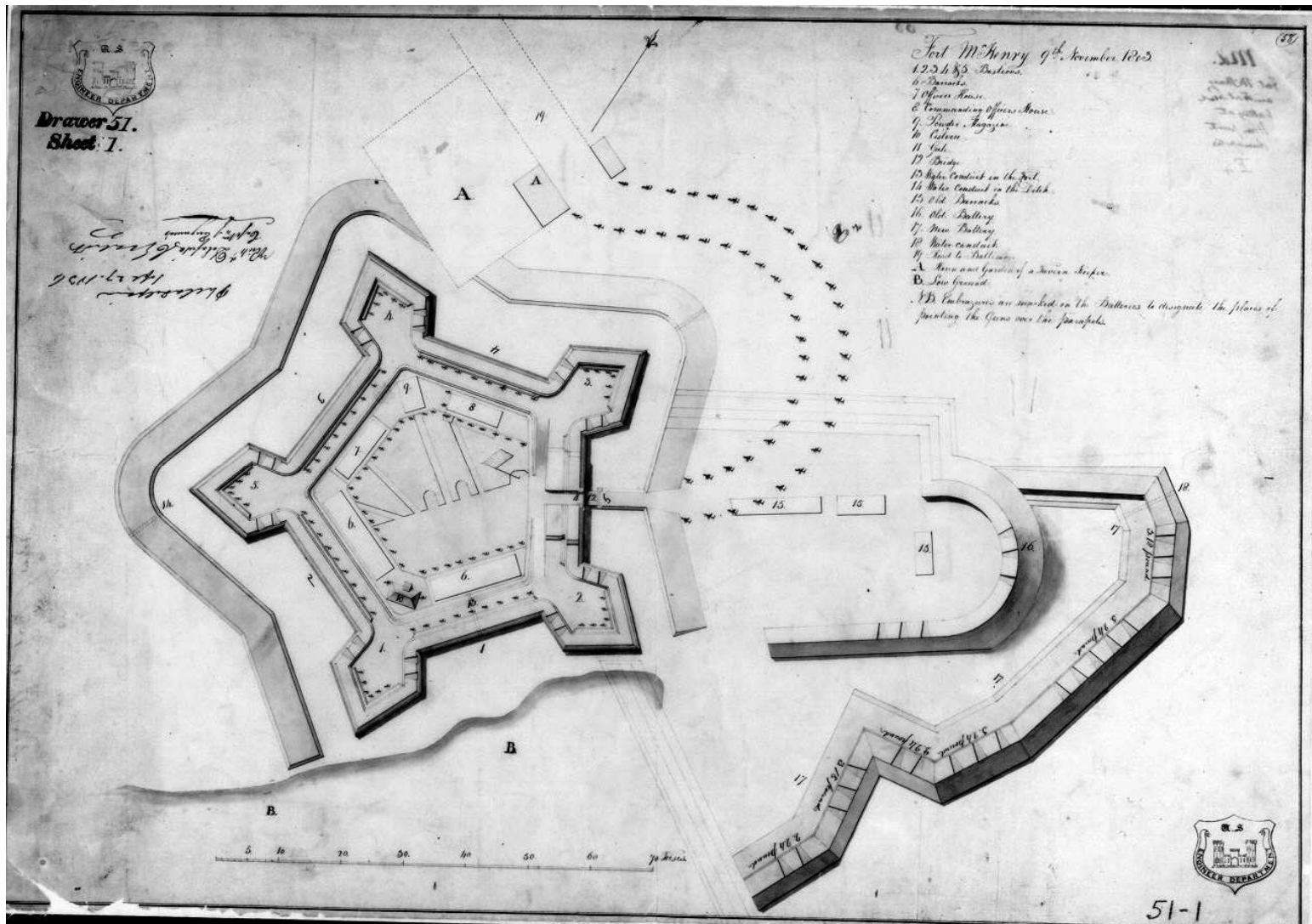
“The urgency of the order reflected the widespread criticism of Baltimore’s defensive works, that is, they were not capable of resisting a land attack, hence the need for a more adequate enclosed fort to supplement the water batteries.” P.22

“At the time of the bombardment...Fort McHenry was a regular pentagonal fortification, faced with masonry walls of brick about 12 feet high, battered, capped with dressed coping stones...The fort was surrounded by a well-defined, dry ditch varying in depth...and about five feet deep...The parapets were sodded earth, planted with trees, and designed to accommodate cannon fired on barbette. The terreplein level was separated from the parade ground level by another sloped earthen bank, also sodded, with an open drainage line...” P. 32-33

Other information:

Fort McHenry was constructed between 1799 and 1802. It was in the shape of a five-pointed star, which was a popular design during the period. Each point of the star was visible from the point on either side and every area of land surrounding the fort could be covered with as few as five men.

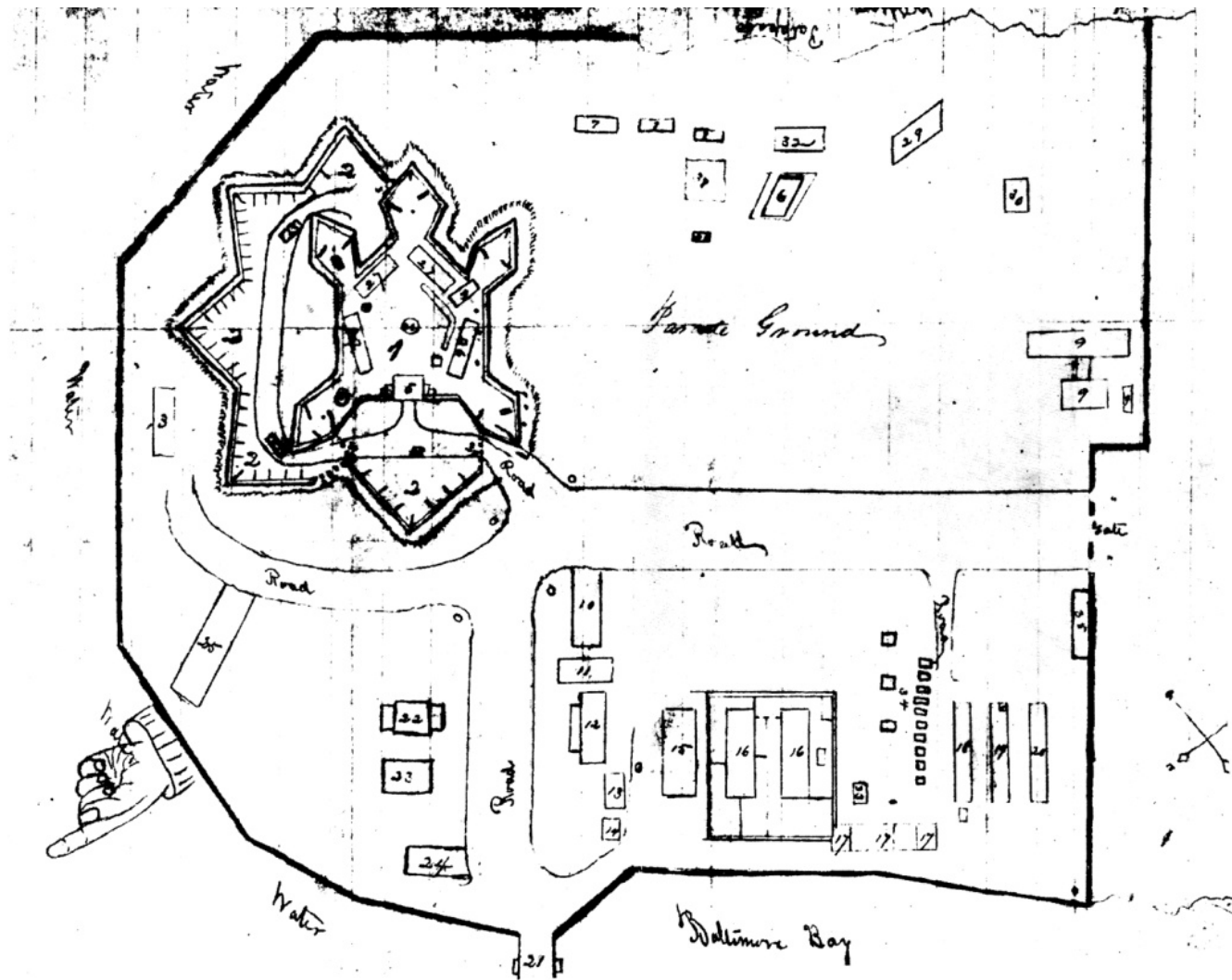




United States Department of War. Plan of Fort McHenry [1806]. Sketch or Drawing. National Park Service, Fort McHenry National Monument and Historic Shrine, Baltimore, MD.

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United States Department of War. Sketch of Fort McHenry [1864]. Sketch or Drawing. National Park Service, Fort McHenry National Monument and Historic Shrine, Baltimore, MD.

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