

# 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: Sensory “Star Spangled Banner”

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DATE: May 2011

## COURSE/GRADE: Language Arts/Social Studies, Grades 4, 8

UNIT: Poetry/ War of 1812

TIME NEEDED: One 45-minute class period

### LESSON OVERVIEW:

Students will analyze the Star-Spangled Banner to see how lyrics and poetry can elicit sensory- rich experiences in the reader to connect to an historic event.

**OUTCOMES:** At the end of this lesson, students will be able to analyze what constitutes a sensory-rich poem that effectively communicates an historic event.

### OBJECTIVES:

**Focus Question for the Lesson:** How was Francis Scott Key able to create lyrics that still move people today?

#### Grade 4

#### Historical Thinking Skills Targeted:

Historical Comprehension:

Read historical narratives imaginatively.

Draw upon visual, literary, and musical sources.

#### Maryland State Curriculum for Social Studies Content Objectives:

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

Maryland Common Core State Curriculum Framework for English Language Arts (DRAFT June 2011):

W3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.

L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RL2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

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## Grade 8

### Maryland State Curriculum for Social Studies Content Objectives:

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 for Social Studies Skills and Processes Objectives:

6.B.1.b. Connect key ideas to prior knowledge (personal experience, text and world).

### Common Core Standards for Literacy in History/Social Studies:

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

## MATERIALS:

- Primary Sources
- Worksheet -- Words That Make You "See" and "Feel"
- Worksheet -- Make people "See" and "Feel" History
- Worksheet – Judges' Rubric
- Wordle of The Star Spangled Banner.

## PRIMARY SOURCES:

Bombardment of Fort McHenry [undated]. Broadside. Courtesy of Fort McHenry, National Park Service. Baltimore, MD.

Bower, J. "A View of the Bombardment of Fort McHenry, near Baltimore, by the British fleet..." (1816). Online Posting. Library of Congress website. 2 June 2011. <<http://www.loc.gov/pictures/item/2007683565/>>.

## SECONDARY SOURCES:

"Sing Along with the Star Spangled Banner". Online Posting. National Anthem Project website.

MENC: The National Association for Music Education. 2 June 2011.

<<http://www.thenationalanthemproject.org/songsamples.html>>.

"The Star Spangled Banner." Online Posting. Wordle website. 5 June 2011.

<[http://www.wordle.net/show/wrdl/3728353/The\\_Star-Spangled\\_Banner](http://www.wordle.net/show/wrdl/3728353/The_Star-Spangled_Banner)>.

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## SELECTED VOCABULARY:

bombardment

ramparts

## PROCEDURE:

### 1) Motivation

- Close your eyes and think of a song you really love. Create a list of the 5 specific things about that song that you think makes it so good. Be prepared to discuss the song with a partner. Student partners will share their songs and their reasons behind liking them. Based on their lists, they must select one of the two songs that think has a chance of still being listened to 100 years from now and explain why.
- Pairs will share their selection and justification.
- Show students the Wordle at [http://www.wordle.net/show/wrdl/3728353/The\\_Star-Spangled\\_Banner](http://www.wordle.net/show/wrdl/3728353/The_Star-Spangled_Banner). (Scroll down so that the title cannot be seen). Ask students what song this Wordle is about.
- Address any vocabulary questions – anticipate ramparts as the only vocabulary that will need to be addressed.
  - o Rampart – a broad bank or wall raised as a protective barrier; also: any barrier that provides protection (<http://www.wordcentral.com/cgi-bin/student?book=Student&va=rampart>)
- Ask students how long ago they think the Star-Spangled Banner was written. Students must also give a reason why they are guessing that number.
- Explain that we want to explore the impact of The Star-Spangled Banner as a poetic description of an historic event and its ability to connect Americans to that unifying moment in history long after the Battle of Baltimore.

### 2) Guided Practice

- Discuss with students that we know that the song itself was written by Francis Scott Key immediately after he witnessed the Battle of Baltimore (September 13, 1814). Key already had the idea to set the words to the music of To Anacreon in Heaven. (It was very common at this time to write new words to a familiar tune.) The song was printed on broadsides and quickly shared across the city and then throughout the country. The broadsides and song allowed Americans all over the country to share Key's and Baltimoreans' experience of witnessing Fort McHenry's dramatic survival of the British bombardment.
- Key used words with very specific meanings to help people envision what he had seen and feel what he had felt during that tense night.
- Distribute the worksheet titled, "Words that make you "see" and "feel.". Explain that we will try to identify the words Key chose that paint such a vivid picture in our minds.
- Project Primary Source #1 or the Transcription of Primary Source #1, verse one. Select one "seeing" word and one "feeling" word, and ask students why they think you picked those words as especially powerful. For example, "dawn" and "proudly". Ask students what the word "dawn" makes them picture. What does the word "proudly" make them feel?

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- Point out to students that for every word in the English language, there are many other words with similar meanings. But each word has its own special twist that makes its meaning slightly different. Provide students with some examples to illustrate. For example, discuss the word “dawn” in more detail. What are some other words with similar meanings? Sun rise, morning, daybreak, sunup, first light . . . Discuss what each of these subtly different words makes you envision.
- Then start playing the “Star-Spangled Banner” music with vocals. (One source for the audio is the National Anthem Project website – Demonstration with lead vocal: <http://www.thenationalanthemproject.org/songsamples.html>)
- As we listen and read the lyrics, students will pull out words/phrases that they think let people see what was happening and words/phrases that they think let people feel what was happening during the Battle of Baltimore.
- Share out of student’s words.

<b>Anticipated responses</b>	<b>Seeing</b>	<b>Feeling</b>
	twilight	ramparts
	gleaming	streaming
	broad stripes	red glare
	bright Stars	bursting
	star-spangled	wave
	dawn	
		proudly
		perilous
		Bombs bursting
		our Flag
		and of the free
		home of the brave
		hail’d
		gallantly
		proof

- Show students Primary Source #2 “A View of the Bombardment of Fort McHenry.”
- Ask students whether they think “The Star-Spangled Banner” is more, less, or equally as effective in communicating what happened during the Battle of Baltimore as the picture. Reinforce the added dimension of the emotions of Key’s words.
- As a class, create a 4-line poem from the perspective of young people living in Baltimore on September 13, 1814 watching the battle from their rooftops. Ask the students to use at least 2 “seeing” words and 2 “feeling” words. All students will copy this down onto their handout.

### 3) Independent Practice

- Explain that we want to create our own original work that evocatively describes an historic event using the same types of powerful “seeing” and “feeling” words that Key used.
- Student groups will select an event from history and try to create an original poem that “paints a picture” for others to connect with as Key had been able to do. Students can select from what we have already covered in the 8th Grade curriculum or a modern event.
  - o Topic ideas include: Lexington and Concord, The Boston Massacre, The Boston Tea Party, 9/11, Hurricane Katrina, Election of President Obama, etc.
- Groups will create an original list of seeing and feeling words related to their chosen event and then incorporate these words into their own 6 line group poem.
- Groups will present their poems to the class. As each group presents, lead a class discussion and create a chart listing what is effective in communicating the visual and emotional elements of the event. Allow an opportunity for students to also offer suggestions about what does not seem very effective in the poems as areas of growth.

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#### 4) Assessment

- Student pairs are being asked to serve as judges for the annual “History Through the Eyes of Poets” competition. Before they can actually judge any of the entries, students will need to develop a rubric on how they will be judging the poems. Students will need to think about what they have discussed in class about word choices and meanings. They will consider what made a poem “work” and what didn’t. They need to create a 3 criterion rubric that is scored based on 1 – 3 points for each criterion. They will also need to write a justification for how the criterion they chose for their judges’ rubric helps evaluate whether the poem is effective in connecting the listener to the historic event.

#### 5) Closure

- Ask students whether they think that “The Star-Spangled Banner” will still be our national an them 100 years from now and explain their answer.

#### SUGGESTIONS FOR ACCOMMODATIONS:

- For students with IEPs and 504s
- Modified wording of The Star Spangled Banner.
- Student pair/group work.
- Students can draw a picture of historic events rather than a poem.

#### LESSON EXTENSIONS:

- Analyze the other stanzas of the song.
- Students could turn their poems into songs.
- Debate possibly changing the national anthem to America the Beautiful.

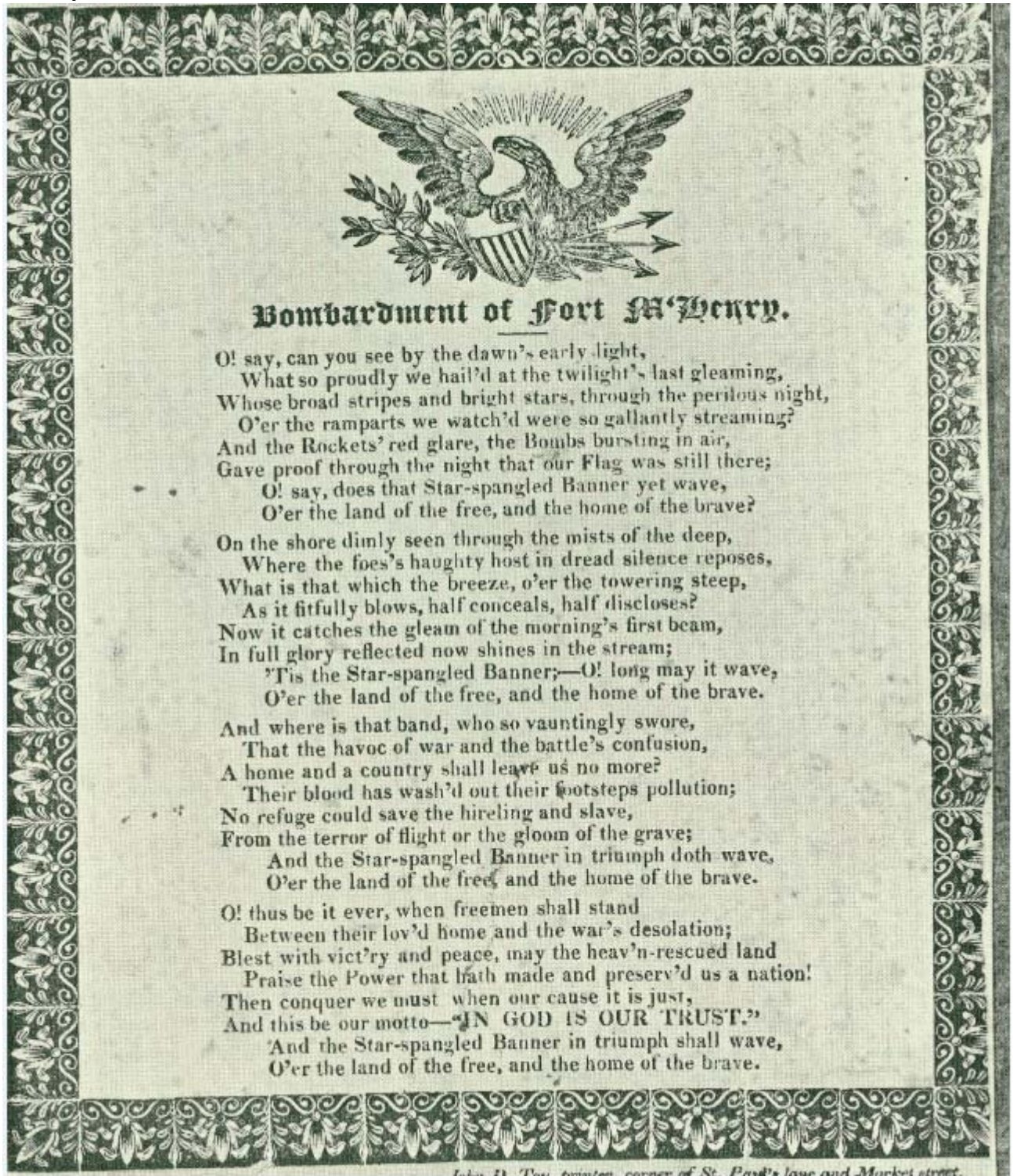


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Primary Source #1



Bombardment of Fort McHenry [undated]. Broadside. Courtesy of Fort McHenry, National Park Service. Baltimore, MD.

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## Primary Source #1 Transcription

### Bombardment of Fort McHenry

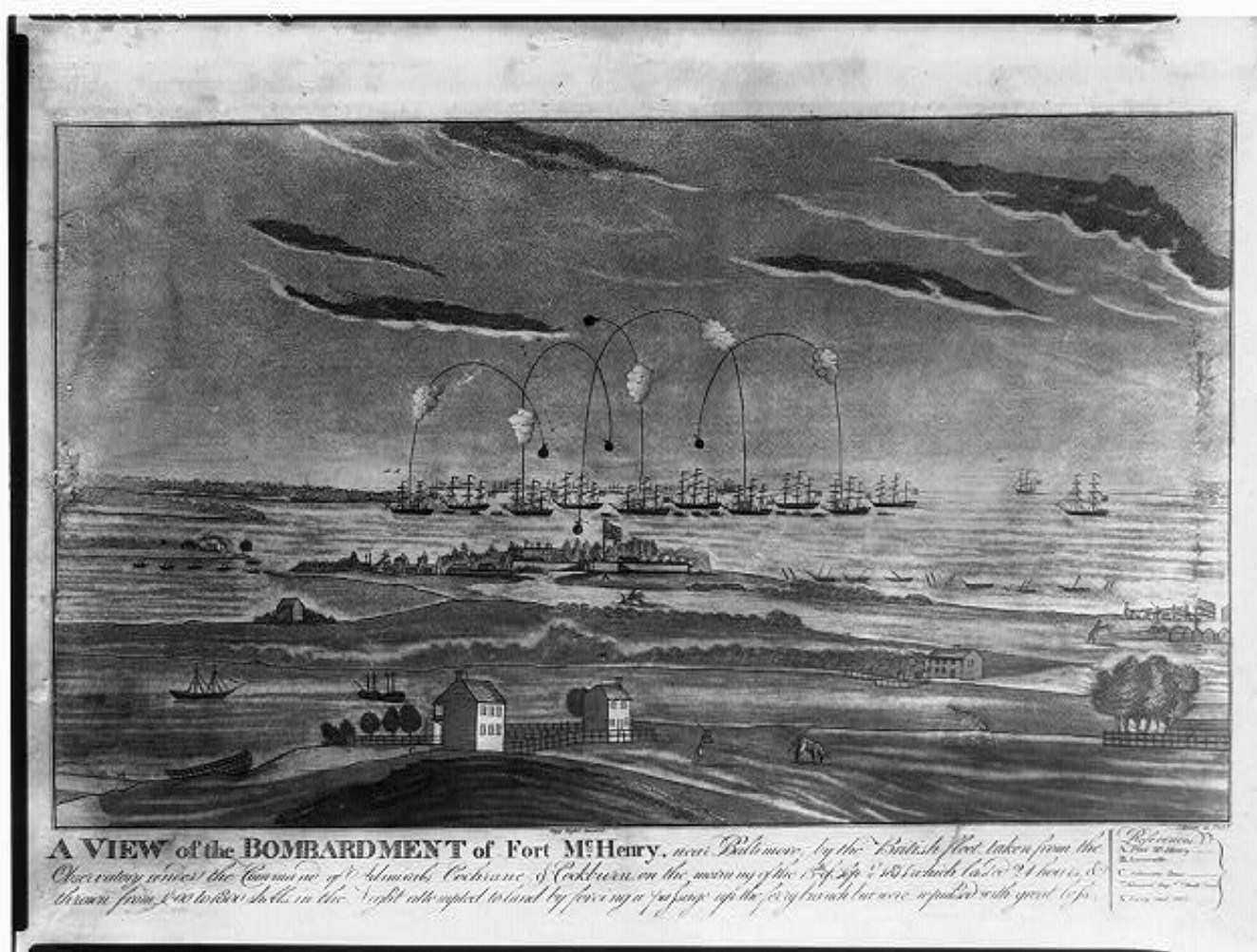
O! say, can you see, by the dawn's early light,  
What so proudly we hail'd at the twilight's last gleaming,  
Whose broad stripes and bright stars, through the perilous night,  
O'er the ramparts we watch'd were so gallantly streaming?  
And the Rocket's red glare, the Bombs bursting in air,  
Gave proof through the night that our Flag was still there;  
O! say, does that Star-spangled Banner yet wave,  
O'er the land of the free, and the home of the brave?

On the shore dimly seen through the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines on the stream;  
'Tis the Star-spangled Banner; O! long may it wave,  
O'er the land of the free, and the home of the brave!

And where is that band, who so vauntingly swore,  
That the havoc of war and the battle's confusion,  
A home and a country should leave us no more?  
Their blood has wash'd out their footsteps pollution;  
No refuge could save the hireling and slave,  
From the terror of flight or the gloom of the grave;  
And the Star-spangled Banner in triumph doth wave,  
O'er the land of the free, and the home of the brave.

O! thus be it ever, when freemen shall stand  
Between their lov'd homes and the war's desolation;  
Blest with vict'ry and peace, may the heav'n-rescued land  
Praise the Power that hath made and preserv'd us a nation!  
Then conquer we must when our cause it is just,  
And this be our motto - "IN GOD IS OUR TRUST."  
And the Star-spangled Banner in triumph shall wave,  
O'er the land of the free, and the home of the brave.

Primary Source #2



Bower, J. "A View of the Bombardment of Fort McHenry, near Baltimore, by the British fleet..." (1816). Online Posting. Library of Congress website. 2 June 2011. <<http://www.loc.gov/pictures/item/2007683565/>>.

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Words that make you “see” and “feel”. Name: \_\_\_\_\_

As we listen and read the National Anthem, write down the words and phrases that help you see and feel what happened during the Battle of Baltimore.

***Seeing Words***

***Feeling Words***

We will create a class poem using some of the words we have selected from The Star-Spangled Banner. We will create a title and write a poem from the perspective of students living in Baltimore and watching the battle from our rooftops. Our goal is to “paint a picture” as effectively as Francis Scott Key did.

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Make people “see” and “feel” history.

Name: \_\_\_\_\_

Historic Event: \_\_\_\_\_

As a group, brainstorm a new list of seeing and feeling words that you think will help you “paint” your picture.

***Seeing Words***

***Feeling Words***

In your group, use any of the words or phrases your group came up with to help you write a 6 line group poem about the historic event you selected. Don’t forget to create a title for your poem.

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Group Members: \_\_\_\_\_

Judges' Rubric            Names: \_\_\_\_\_

You and your partner have been asked to serve as judges at the annual "History Through the Eyes of Poets" competition. But before you can start looking over the poems that have been submitted for the competition, you will have to create a rubric to guide your judging of the poems. You and your partner will need to

1. Create a rubric that has 3 different criteria for judging.
2. Create the expectations for each criteria based on a scoring scale of 3 being the highest score.
3. Write a brief justification as to why you think each criterion you selected is important to creating an effective poem about an historic event that allows readers to connect visually and emotionally to the event based on our classroom discussion.

Judges Rubric Template:

Criteria	3 Exceeding Expectation	2 Meeting Expectation	1 Approaching Expectation

Justification:

Criteria 1 - \_\_\_\_\_

Criteria 2 - \_\_\_\_\_

Criteria 3 - \_\_\_\_\_

Your rubric will be scored based on the following rubric:

Criterion	3 Exceeding Expectation	2 Meeting Expectation	1 Approaching Expectation
Criterion	Clearly states 3 distinct criteria they will be evaluating poems on.	States 3 criteria they will use to judge poems.	States fewer than 3 criteria and/or criteria are unclear.
Scoring	Clearly defines what is expected to receive a specific score for each criterion.	Defines expectations of most scores.	Unclear or underdeveloped expectations for most scores.
Justification	Clear and specific justification for the selection of each criteria as being important to judge how effective the poem is in connecting readers to the historic event.	Clear justification for the selection of most criteria as being important to judge how effective the poem is in connecting readers to the historic event.	Minimal justification for the selection of criteria.