

Investigation Fort McHenry: Patriotism

Standards

Grade 3

Standard 1.0 Political Science

Topic A: The Foundations and Functions of Government

Indicator 2: Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen.

Objective a: Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality.

Common Core Standards

English Language Arts: Writing

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Lesson Seed

On August 24, 1814, British troops defeated a cavalry of inexperienced American militiamen at the Battle of Bladensburg, Maryland. The British then marched on to Washington, D.C., just seven miles away. Before the night was out, both the White House and the not-yet-completed Capitol building had been torched. Though President James Madison had left the city earlier to witness the battle at Bladensburg, his young wife, Dolly Madison, had stayed behind. As the British forces advanced on the capital, the first lady gathered together her husband's official documents and other White House treasures, bringing them with her as she escaped the city.

After taking Washington, D.C., British commanders set their sights on Baltimore, 45 miles to the northeast and a port city of tremendous strategic and commercial value. On September 13, 1814, the British fleet began bombarding Fort McHenry, which was nestled in the city's inner harbor. The British bombed the fort for 25 hours while the people of Baltimore waited to see if the fort — and its oversized flag -- would stand. Among those watching was Francis Scott Key, a lawyer and amateur poet. As the

smoke cleared on the morning of September 14, Key saw that the fort had held, and he began writing the words that would later become America's national anthem: "O, say can you see, by the dawn's early light, What so proudly we hailed at the twilight's last gleaming?"

Video Overview:

A profile of Fort McHenry

<http://youtu.be/ewAU9Glouv0>

What is Patriotism?

Annotate the Star Spangled Banner to identify how a symbol of America, the flag, can symbolize patriotism. (See Annotator Guide below.)

View photos from the Battle of Baltimore. Lead a discussion to imagine the feelings, characteristics and traits of soldiers and Baltimoreans, including flag-maker Mary Pickersgill and Francis Scott Key, who witnessed the battle. As students view the pictures, have them imagine what it must have been like to see the flag still flying over Fort McHenry on the morning of September 14. Through the discussion define patriotism as "love for or devotion to one's country."

Historical Investigation:

Provide students will [a list of historical figures](#) from the War of 1812. Also, provide students with a [timeline](#) or [interactive map](#) so they will have a sense of how the historical figures fit into the War of 1812. Ask students to choose one historical figure to investigate with the purpose of ... (giving an opinion)....if that person was a true patriot. As students complete the Historical Investigation template, using primary and secondary sources, they will come to and write a conclusion. Provide students with a rubric to refer to as they write their conclusion.

If your students are visiting Fort McHenry during their historical investigation:

Have students generate a list of questions about their historical figure. Once at the Fort McHenry site, have students interview historic interpreters to find out more about their figures. Also, have students ask historic interpreters to describe how they felt to see the flag flying over the fort on the morning of September 14, 1814. *Discuss with students the difference between gathering information from primary sources and secondary sources.*

Take cameras with you on your trip to Fort McHenry. Have students take photos of the flag as it would appear from different points-of-view:

- Soldiers
- Baltimoreans
- Mary Pickersgill
- Francis Scott Key

Follow-Up Activities:

Following the historical investigation, create a class [virtual museum](#) with the historical figures chosen by students. *Multiple museums may need to be created if more than one student chose the same historical figure.* Upload photos of students dressed as their historical figure or use copyright-free images. Students can transfer their "State Your Conclusion" statement from the historical investigation into the museum. The museum can then be used by students to select a winner for the [American Patriot Award](#). Consider creating a ballot for judging that gives students the opportunity to vote.

"The American Patriot Award is accepting nominations for patriots from the War of 1812. You have been selected to sit on the panel of judges. Explore the virtual museum and form an opinion on who is deserving of the award. Submit a ballot with your selection."

Resources

Annotator: <http://annotator.thinkport.org>
Annotator Guide (below)

"A View of the Bombardment of Fort McHenry, near Baltimore, by the British fleet. . ."
<http://www.loc.gov/pictures/resource/cph.3a04059/>

This print depicts Francis Scott Key as he sees the Star-Spangled Banner flag flying over Fort McHenry.
<http://www.loc.gov/pictures/resource/cph.3g06200/>

Generate or ask students to generate a list of historical figures from the War of 1812.

Materials:

Generate or ask students to generate a list of historical figures from the War of 1812.
Historical Investigation Template (below)
Teacher Generated Writing Rubric

Timeline: War of 1812

<http://www.pbs.org/wned/war-of-1812/classroom/timeline/>

The Price of Freedom: Americans at War

<http://americanhistory.si.edu/militaryhistory/exhibition/flash.html>

War of 1812 Personal Journals

<http://www.pbs.org/wned/war-of-1812/essays/1812-personal-journals/>

Letter from Dolley Madison to her Sister

<http://www2.vcdh.virginia.edu/madison/exhibit/washington/letters/082314.html>

Dolley Madison Saving the Declaration of Independence

<http://www.history.com/topics/war-of-1812/photos#james-madison>

General Andrew Jackson at the Battle of New Orleans

<http://www.history.com/topics/war-of-1812/photos#andrew-jackson>

President James Madison

<http://www.loc.gov/pictures/resource/cph.3a19159/>

War of 1812 and the Star-Spangled Banner video

<http://www.history.com/topics/war-of-1812/videos#americans-and-british-face-off-in-war-of-1812>

Create Your Own Museum

<http://museum.thinkport.org/>

American Patriot Award website

<http://www.ndufoundation.org/page.aspx?pid=355>

Annotator Guide

Annotate Francis Scott Key's "Star-Spangled Banner" to uncover the true meaning of our National Anthem!

Go to <http://annotator.thinkport.org/>

Enter the project name "Star Spangled" in the text box.

- Highlight the word "perilous" in yellow. Use a dictionary or an online tool to define the vocabulary term. Type the definition in the yellow box.
 - Highlight the word "ramparts." Use a dictionary or an online tool to define the vocabulary term. Type the definition in the red box.
 - Highlight the word "gallantly." Use a dictionary or an online tool to define the vocabulary term. Type the definition in the green box.
 - Highlight the word "proof." Use a dictionary or an online tool to define the vocabulary term. Type the definition in the orange box.
1. How did Francis Scott Key know that the flag flew throughout the night of the Battle of Baltimore?
(Highlight the part of the text that helps you answer this question in blue.)
 2. What phrase does Francis Scott Key use to describe America?
(Highlight the phrase in pink.)
 3. What time of day was Francis Scott Key inspired to write "The Star-Spangled Banner?"
(Highlight the part of the text that helps you answer this question in grey.)

To save your Annotation:

Select "Save as New Project."

Use your last name and star as the project name. Example: Smith Star

Enter a password that you will remember.

Historical Investigation

An historical investigation helps you take a closer look at events, people and places. To understand what happened in the past, you have to investigate, analyze, evaluate and make a judgment based on the evidence. But how do you make sense of all of the information out there? Follow the steps below to begin your investigation.

Ask a Question: What am I trying to find out?		
Was _____ a patriot?		
Background Knowledge: What do I already know?		
Uncovering the Evidence: Where do I find more information?		
Source	Primary or Secondary	Details that help me answer my question
State your Case: Use Evidence and Details to Answer the Question		