



Broad Stripes and Bright Stars

6A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes



What Have We Already Learned?

5 minutes

← **Show image 5A-7: Painting of the President's House after it was burned**

Ask students to tell you what happened in the last read-aloud. Remind students that the British attacked the capital, Washington, D.C. Prompt further discussion with the image and the following questions:

- What happened when the British attacked Washington, D.C.?
- Where did James Madison go? Did Dolley Madison stay in the President's House?
- What did Dolley Madison do when she learned that the British were coming?

Essential Background Information or Terms

10 minutes

Tell students that a national anthem is a patriotic song. People sing a national anthem to show that they are proud of their country. Ask students if they know the name of our national anthem. Ask what occasions they might sing the national anthem. (You may want to play a recording of “The Star-Spangled Banner.”)

In the United States, our national anthem is “The Star-Spangled Banner.” We sing it to show our pride in our country. We sing it before baseball games and other sporting events. We sing it on holidays like the Fourth of July. Sometimes we sing it at school. The words to this song were written by Francis Scott Key during the War of 1812.

Vocabulary Preview

5 minutes

Fort

1. In today's read-aloud you will hear about a battle that happened around *Fort McHenry*.
2. Say *fort* with me three times.
3. A fort is a military building where soldiers live and can be protected from the enemy.
4. The British wanted to capture an important American fort. The soldiers walked for many days until they reached their fort.
5. [Show various images of forts, and have students describe what they see. Emphasize that forts help keep the soldiers safe. (Fort McHenry was protecting the harbor and the city.)]

Port

1. In today's read-aloud you will hear that the British planned to capture a very important U.S. *port*.
2. Say *port* with me three times.
3. A port is a town or city with a harbor where ships stop to load and unload cargo.
4. Baltimore is a busy American port.
5. [Show various images of ports, and have students describe what they see. Emphasize that ports are where ships load and unload cargo.]

Purpose for Listening

Tell students to listen to “Broad Stripes and Bright Stars” to learn more about the events that inspired Francis Scott Key to write “The Star-Spangled Banner.”



Broad Stripes and Bright Stars

← Show image 6A-1: Illustration of grandfather hanging the rope

“What happened after the British left Washington?” asked Adele as she looked down at her grandfather from the highest hay bale.

“As you can imagine,” Grandfather Lafitte replied, “the British were feeling very **confident**.¹ They had defeated the U.S. Army in Washington and destroyed the capital. They planned to capture Baltimore next, which at the time was a very important **port**.”

“What is a port?” asked Adele.

← Show image 6A-2: Illustration of a busy U.S. port

“A port is a town or city where ships stop to load and unload cargo. Baltimore was a deepwater port, meaning that the water was deep enough for really big ships to sail in and dock there. Baltimore was a port where ships could send and receive goods such as, flour, tobacco, and sugar,” explained Grandfather Lafitte. “Besides that, Baltimore is a central location between New York, Philadelphia, and Washington. But, for the British it would provide a place to land a huge invading army.”

← Show image 6A-3: Pictures representative of cargo (tea, sugar, flour, etc.)²

“So if the British destroyed the capital and then captured Baltimore, they would gain an advantage,” said J.P.³

“That’s right,” said Grandfather Lafitte. “Capturing Baltimore was a key part of the British plan. From there they hoped to attack other important cities. But I will tell you what actually happened.

“The Battle of Baltimore can be divided into two parts—the battles on land and the battles at sea. The British general in charge of the attack on Washington, D.C., thought that they could capture Baltimore as easily as they did the capital.”

1 If they were confident, it means they believed they could win.



2 These are examples of the goods that the United States and Britain traded.

3 An advantage is a position that helps make someone likely to succeed.



← **Show image 6A-4: Picture of entrenchments**

“That’s not what happened though,” continued Grandfather Lafitte. “The people of Baltimore knew that the British were coming and they prepared themselves for a fight. The general of the U.S. Army ordered that huge earth banks, called entrenchments, be built along the eastern side of the city. They knew that the British soldiers would have to begin their attack there. Sure enough, one September morning, the British landed several thousand soldiers at a place called North Point.”

“What is an *en-trench-ment*?” Adele repeated the word she didn’t understand as she dangled a long piece of string above a barn cat’s head.

“Entrenchments were like trenches dug into the ground or sometimes walls built above the ground. The entrenchments acted as a defensive wall and as a means of targeting the advancing army,” explained Grandfather Lafitte. “In addition to building the entrenchments, the army got ready to defend Fort McHenry.”⁴

“Was the purpose of Fort McHenry to protect Baltimore’s harbor?” asked J.P.

- 4 [Point to the picture.] This is an example of what an entrenchment looks like. Do you think building the entrenchments was a good idea?



← **Show image 6A-5: Painting of North Point battle**

“Yes, Fort McHenry was a defensive **fort**, located right on the bay.⁵ It was built in the shape of a five-pointed star.⁶ Soldiers were perched on the tip of each star point to protect the fort from all directions. The major knew that they had to try to keep the British soldiers out or they would surely lose. The British soldiers began to advance on the city. They kept coming until they were finally pushed back by a large U.S. Army.”⁷

“Did the British give up?” asked J.P.

“Not yet,” replied Grandfather Lafitte. “They **withdrew**⁸ and set up camp. The next morning the battle continued. The British marched right up to the entrenchments at North Point. This time they didn’t just face a larger U.S. Army, but lots of cannons and other weapons, too. The British quickly realized that they were out-gunned. They retreated and we won the Battle of North Point.”

- 5 A fort is a strong building or group of buildings where soldiers live. [You may want to point out that port and fort have the same end sound.]

- 6 [Show Image Card 16 (Fort McHenry).]

- 7 [Point out the large army in the portrait.] What does the army work to protect?

- 8 or pulled back



“But, what happened at Fort McHenry?” asked Adele.

← **Show image 6A-6: Illustration of Fort McHenry with the big flag**

“That’s quite a story,” said Grandfather Lafitte as he laughed quietly. “The people of Baltimore had imagined that they were in for a long, hard fight. And so they prepared for one. Besides building entrenchments, they stored supplies. They even sank some of their own ships so that the British would not be able to sail into the harbor.”

“They sank their own ships?!” asked J.P., astonished.

“Yes, they did,” explained Grandfather Lafitte. “Another important part of the preparation included the creation of a new flag for Fort McHenry. The commander of the fort, Major George Armistead, wanted a flag so big that the British sailors would be able to see it from far away. A lady named Mary Pickersgill was asked to make the flag.”⁹

“I read a book about this once,” said Adele. “Mary Pickersgill needed help to make such a big flag.”

9 Why do you think the commander of the Fort McHenry wanted the British to be able to see the flag from far away?



← **Show image 6A-7: Photos of Mary Pickersgill and her flag**

“She did indeed,” replied Grandfather Lafitte. “Her daughter, her two nieces, and a young apprentice helped. The flag that these five women made had fifteen stars and fifteen stripes. When it was finished, the flag was as large as a house—it was actually bigger than the room they were making it in! Mary Pickersgill’s flag measured thirty feet tall by forty-two feet wide.¹⁰ It was carried to the fort and would later be hung on a giant flagpole. Do you know how many stars and stripes our flag has today?”¹¹

“There are thirteen stripes and fifty stars,” J.P. said confidently. “The thirteen stripes represent the thirteen original colonies, and the stars represent our fifty states.”

“Excellent!” exclaimed Grandfather Lafitte. “Now let’s get back to the story.”

10 [If your classroom is big enough, use a tape measure or your own foot to measure 30 feet.]

11 [Pause for students to answer. Then describe the flag made by Mary Pickersgill in 1814.]



← **Show image 6A-8: Painting of British bombing Fort McHenry**

“Before long, the British began firing rockets at Fort McHenry. At first, the British ships were too far from the fort for the U.S. soldiers to be able to return fire. For more than twenty-four hours, the British pounded the fort.¹² With little return fire, the British ships sailed closer and closer to the fort. Once they were close enough, though, our soldiers were able to return fire.”

“That must have sounded like a terrible thunderstorm,” said Adele.

“Probably louder than fireworks on the Fourth of July,” added J.P.

“Did we hit any British ships?” asked J.P.

“We sure did,” said Grandfather Lafitte. “In fact, the British ships were forced to pull back. They kept firing though. However, early the next morning, the British realized that they had not been able to take over the city. They stopped the attack and the British ships sailed away. During the night the fort had flown a smaller flag, but as the British stopped firing and prepared to sail away, General Armistead directed the army to raise the enormous flag that Mary Pickersgill and her helpers made.”¹³

“Wow!” exclaimed J.P. and Adele together.

← **Show image 6A-9: Painting of Francis Scott Key with sheet music**

Grandfather added, “A man named Francis Scott Key watched the whole battle that night from a boat just outside of the Baltimore harbor. He saw bombs shooting through the air and watched the rockets rain down all through the day and into the night. As the sun came up, Francis Scott Key was still on the boat. When he saw that enormous flag flying, he knew that Baltimore had been saved. The United States won the battle!”

“Francis Scott Key wrote our national anthem,” explained J.P.

“That’s right, the events that morning **inspired** Francis Scott Key to write a poem that later became our national anthem,” added Grandfather Lafitte.¹⁴

“Come on J.P.,” announced Adele. “Let’s sing the national anthem for Granddad.”

12 Twenty-four hours is one whole day and one whole night. The British fired cannons and other explosives at Fort McHenry without stopping during one whole day and night.

13 How do you think the soldiers in the fort felt as they raised this flag? [Prompt a discussion about how they would feel proud.]



14 *Inspired* means that something had a particular cause or influence.



15 [You may want to play the recording of “The Star-Spangled Banner” here again and/or have students sing along.]

← **Show image 6A-10: Illustration of J.P. and Adele singing**

The two children stood up in the warm sunshine and looked at their grandfather. Together they sang the words that Francis Scott Key was inspired to write that morning so long ago.¹⁵

*“Oh, say can you see by the dawn’s early light,
What so proudly we hailed at the twilight’s last gleaming?
Whose broad stripes and bright stars through the perilous fight,
O’er the ramparts we watched, were so gallantly streaming?
And the rockets’ red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled banner yet wave,
O’er the land of the free and the home of the brave?”*



← **Show image 6A-11: Illustration of the three walking back to the house**

When the children were finished, Grandfather Lafitte smiled proudly at them. With his arms around their shoulders he said, “Why don’t we head back up to the house, for a late afternoon snack? You might even hear something about those pirates, too!”

“Sounds good to me,” said Adele as she scrambled down from the hay bales.¹⁶

“Ooooh, pirates,” exclaimed J.P.

Then, together, the three walked back toward the house with their two furry friends at their heels.

16 The word *scrambled* means to hurry over something quickly, often also using your hands. *Scrambled* also refers to a way to cook eggs. Who likes to eat scrambled eggs?

Comprehension Questions

10 minutes

1. *Literal* What did the people of Baltimore and the army do to prepare for the British? (stored supplies, built entrenchments, and sank their own ships in the harbor)
2. *Literal* What was Mary Pickersgill asked to make? (a very large U.S. flag)
3. *Inferential* Why did the British want to capture the city of Baltimore? (Answers may vary but could include: Baltimore had a deep water port and was an important trading center. It was also close to New York, Philadelphia, and Washington.)
4. *Inferential* Why was it important that Baltimore was a deep water port? (Large ships can more easily move in and out of them and unload their cargo directly onto the dockside.)
5. *Inferential* Why did the commander of Fort McHenry want such a large flag? (because he wanted the British to be able to see it from far away)
6. *Inferential* Why didn't the soldiers in the fort fire back at the British for a long time? (because the British were out of range; their weapons would not have reached the British)
7. *Literal* What did Francis Scott Key see that inspired him to write the Star-Spangled Banner? (He saw the enormous flag flying over the fort and knew that Fort McHenry/the city of Baltimore had not been captured by the British.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, What did the commander of the fort ask Mary Pickersgill to make? Turn to your neighbor and ask your *what* question. Listen to your neighbor's response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Inspired

5 minutes

1. In the read-aloud you heard, "The events [at Fort McHenry] *inspired* Francis Scott Key to write a poem that later became our national anthem."
2. Say the word *inspired* with me.
3. The word *inspired* means to cause someone to do something, or to think something, especially something creative.
4. My first-grade teacher inspired me to want to be a teacher.
5. Can you think of someone, in history or from today, or someone you know, who has inspired you? Try to use the word *inspired* when you tell about them. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "_____ has inspired me because . . ." or "_____ inspired me to _____."]
6. What's the word we've been talking about?

7.

Use a *Making Choices* activity for follow-up. Directions: Tell the students that you are going to read a sentence about some people. If the sentence describes someone who was inspired, say, “S/he was inspired.” If the sentence does not describe someone who was inspired, say, “S/he was not inspired.”

1. After going to the piano recital, Joshua wanted to learn to play the piano.
 - He was inspired.
2. After listening to the president’s speech, my uncle wanted to be a politician.
 - He was inspired.
3. My older brother cleaned his room because my mother asked him to.
 - He was not inspired.
4. My grandmother went to college at night to earn her degree. Now my sister wants to go to college, too.
 - She was inspired.
5. The author wrote a book about a topic he did not enjoy.
 - He was not inspired.
6. After learning about Neil Armstrong, the first man to walk on the moon, my cousin wanted to be an astronaut.
 - S/he was inspired.



Complete Remainder of the Lesson Later in the Day



Broad Stripes and Bright Stars

6_B

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Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Multiple Choice: Scrambled

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Scrambled).] In the read-aloud you heard, “Adele . . . *scrambled* down from the hay bales.” Here, *scrambled* means to move or climb over something quickly. The word *scrambled* is frequently used in this way to reference moving or climbing while also using your hands. Which picture of *scrambled* matches the way *scrambled* is used in the read-aloud?
2. *Scrambled* can also mean other things, such as to prepare eggs by mixing the white and yellow parts together, and then stirring the mixture in a hot pan. Which picture matches this description of *scrambled*?
3. In addition, *scrambled* can mean to put parts or pieces of something in the wrong order. Which picture matches this description of *scrambled*?
4. Now with your partner, quiz each other on the different meanings of the word. Remember to be as descriptive as possible and use complete sentences. For example, you could

say, “I scrambled up the rocks when I saw a spider on the ground.” And your partner should respond, “That’s 1.”

↔ **Syntactic Awareness Activity**

10 minutes

Suffix -ly

Teacher Reference Chart		
-ly = characteristic of; done in a certain manner		
Word	Definition	Example
easily	done without much difficulty or effort	Any task that would be easy for students to do
surely	sure to happen or sure to be true	Cause and effect relationships (e.g., law of gravity)
quickly	very fast	Fast movements
slowly	at a slow pace	Slow movements
quietly	in a quiet way	Quiet sounds and movements
loudly	in a loud way	Loud sounds and movements
confidently	in a confident way	Situations in which students will be sure of themselves
proudly	in a proud way	Standing with head held high

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical.

1. In today’s read-aloud you heard, “The British general in charge of the attack on Washington, D.C., thought that [the British] could capture Baltimore as *easily* as they did the capital.” What do you think *easily* means?
 - not hard; easy
2. When you hear the suffix—or letters at the end of word—*-ly*, it tells you that the word might mean done in a certain kind of way.

3. Let's practice with another word with the suffix *-ly*. In today's read-aloud you heard, "Grandfather Lafitte smiled *proudly* at [his grandchildren]." What do you think *proudly* means?

- done in a proud way

How do you know?

- hear the suffix *-ly* in the word

4. [Choose two or three words on the chart. Say the words, putting emphasis on *-ly*, and have students guess what the meaning of the words might be. Tell students the definitions. Then demonstrate the words.]
5. With your partner, make a sentence using words that have the suffix *-ly*.
[If time allows, you may wish to have students illustrate or act out an *-ly* word.]

↔ Vocabulary Instructional Activity

Word Work: Confident

1. In the read-aloud you heard, "The British were feeling very *confident*."
2. Say the word *confident* with me three times.
3. Confident means to be sure or certain that you can do something well.
4. After three wins in a row, the team was confident that they would win again.
5. Has there been a time when you were confident about something? What were you confident about? [Ask two or three students. If necessary, guide and/or rephrase students' responses: "I was confident when . . . "]
6. What's the word we've been talking about?

Use a *Synonyms and Antonyms* activity for follow-up. Directions: A synonym is a word that means the same thing as another word. What are some synonyms for the word *confident*?

- Answers may vary, but may include *bold*, *courageous*, *positive*, *sure*, *fearless*, etc. [Invite students to make up a facial expression or motion that shows *confident*.]

Antonyms are words that are the opposite of another word. What are some antonyms, or opposites, of *confident*?

- Answers may vary, but may include *afraid, unsure, doubtful, fearful, timid, shy*, etc. [Invite students to make up a facial expression or motion that shows the opposite of *confident*.]

10 **What Happened First? (Instructional Master 6B-1)** 10 minutes

- Tell students that they are going to sequence two different parts of today’s read-aloud.

- Read the directions to students:

“I will read a group of sentences about part of today’s read-aloud. Each sentence begins with a blank. Choose which sentence happened first in the read-aloud, and write the word *First* on the blank before that sentence. Then write the word *Next* on the blank before the sentence that happens second in the read-aloud. Write *Then* on the blank before the sentence that happens after that. And finally, write *Last* on the blank before the sentence that happens last. Remember the order is *First, Next, Then, Last*.” [You may wish to write the words *First, Next, Then, and Last* on chart paper, a chalkboard, or a whiteboard.]

1. The British army retreated. (Last)
2. The British army faced a larger U.S. Army and lots of cannons. (Then)
3. The people of Baltimore knew the British army was coming. (First)
4. The U.S. Army built defensive walls along the side of the city. (Next)

1. The British navy began firing rockets at Fort McHenry. (First)
2. The British ships sailed closer and closer to the fort. (Next)
3. The British navy sailed away. (Last)
4. Both sides fired rockets at each other throughout the night. (Then)

A Picture Gallery of America in 1812: Student Choice (Instructional Master 6B-2)

20 minutes

- [Show Image Card 17 (Francis Scott Key).] Ask students if they recognize the person on the Image Card. Tell students that this is a portrait of Francis Scott Key. Have students recall what Francis Scott Key did in today's read-aloud. (wrote "The Star-Spangled Banner")
- [Show Image Cards 20 (Mary Pickersgill's flag) and 21 (American flag).] Ask students if they recognize the differences between these two flags. Ask students what the flag looked like in 1812. Have students recall what is special about Mary Pickersgill's flag.
- Tell students that today they are going to make another drawing for their portfolio or gallery. Today they have the chance to choose the subject of their drawing. They can choose to draw a portrait of Francis Scott Key or a picture of the American flag.
 - First, they should choose the subject of their drawing.
 - Next, they should draw it.
 - After that, they should write the name of the subject of their drawing in the space beneath the frame. (You may wish to write the two choices on the board.)
 - Then, ask students to write a sentence or two in the space provided, telling something about the subject of their drawing.
 - Finally, students should share their drawing and writing with their partner or home-language peers.

Checking for Understanding

Say: "Asking questions is one way to make sure everyone knows what to do. Think of a question you can ask your partner about the directions I have just given you. For example, you could ask, 'What are my choices?' Turn to your partner and ask your own question now. I will call on several of you to share your questions with the class."

[Be sure that students understand the five-part instructions to this activity.]

Our National Anthem: “The Star-Spangled Banner” (Instructional Master 6B-3)

15 minutes

Find a recording of “The Star-Spangled Banner,” and play the first few seconds for students. Ask students if they know what song you are playing. Tell students that the song you just played is the United States national anthem, “The Star-Spangled Banner.” Tell students that a national anthem is a patriotic song often sung at special public events, and that the national anthem is the official patriotic song of our country. Share with students that the words or lyrics to the national anthem were not always song lyrics. The words to “The Star-Spangled Banner” began as a poem called “Defense of Fort McHenry.”

Tell students that a lawyer named Francis Scott Key wrote the poem after observing the Battle of Fort McHenry between Great Britain and the United States many, many years ago during the War of 1812. Share that this poem was so popular, it was put to music and eventually became our national anthem.

Explain to students that to show respect for our country

- we always stand when we sing the national anthem.
- If you are playing or talking and you hear this song, you should stop what you are doing and turn to face the flag.
- You should stand still and look at the flag until the song is over.
- You should not talk, giggle, or be silly during the national anthem.
- You may wish to place your right hand over your heart.

Tell students that they are going to listen to this song. After students listen to the song, help them summarize the message in each verse and in the chorus. You may need to read each verse or play the song multiple times. Ask students how they feel when listening to this song.

Use the echo technique to teach the song to students. The music and lyrics may be found on Instructional Master 6B-3.

Note: If your school has a music teacher, you may want to collaborate with him/her to teach this song to students.