

# LESSON TITLE: “ By the Dawn’s Early Light”

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LESSON EDITOR:

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## COURSE/GRADE: Language Arts/Social Studies, Grades 4, 5

UNIT: Poetry/Battle of Baltimore/War of 1812

TIME NEEDED: Two 45-minute class periods/sessions

### LESSON OVERVIEW:

Students will create an illustration as they listen to the Star-Spangled Banner read orally both at the beginning of the lesson and at the conclusion of the lesson, to compare and contrast the details in their two drawings and how they pertain/connect to the Battle of Baltimore.

Students will analyze the Star-Spangled Banner (primary source document) in heterogeneous groups to create a deeper understanding of the lyrics, and how they connect to the Battle of Baltimore (1814).

Students will analyze two primary source documents from the Battle of Baltimore by comparing and contrasting the similarities/differences they observe in the details of each primary source document, noting them in their graphic organizers, how the details relate to specific details in the Battle of Baltimore, and presenting their findings in a class-wide discussion.

### OUTCOMES:

At the end of the lesson, students will be able to analyze primary source documents in multiple ways and connect their details/observations to historical events.

### OBJECTIVES:

#### Focus Question for the Lesson:

Why is the Star-Spangled Banner relevant to the Battle of Baltimore?

How can primary source documents enrich our learning of historical events?

#### Historical Thinking Skills Targeted:

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*From: Teacher Ranger Teacher Program Summer 2017, Fort McHenry National Monument and Historic Shrine*

Historical Comprehension & Analysis: Analyze primary source documents, and other texts relating to the Battle of Baltimore and the War of 1812.

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

### **Grade 4:**

**Standard 5.0 - C2(a)- Describe Maryland’s role in the war of 1812.**

Standard 6.0 A1 – use appropriate strategies and opportunities to increase understandings of social studies vocabulary.

Standard 6.0 A3- use strategies to monitor understanding and derive meaning from text and portions of text (during reading)

Standard 6.0 A4- use strategies to demonstrate understanding of the text (after reading).

### **Grade 5:**

Standard 6.0 A1 – use appropriate strategies and opportunities to increase understandings of social studies vocabulary.

Standard 6.0 A3- use strategies to monitor understanding and derive meaning from text and portions of text (during reading)

Standard 6.0 A4- use strategies to demonstrate understanding of the text (after reading).

## **Common Core Standards for Literacy:**

### **Grade 4:**

RI.4.1 –Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 -Determine the main idea of text and explain how it is supported by key details; summarize the text.

RI.4.3 – Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.

RI.4.4- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.6- Compare and contrast a firsthand and secondhand account of the same event or topic, describe the differences in focus and the information provided.

RI.4.7- Interpret information presented visually, orally, or quantitatively, and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9- Integrate information from two texts on the same topic in order to write or speak of the subject knowledgeably.

W4.8- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W4.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Grade 5:**

RI5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI5.3- Explain the relationships or interactions between two or more individuals , events, ideas, or concepts in a historical text, based on specific information in the text.

RI5.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI5.6- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI5.9- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.

W5.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **MATERIALS:**

- Primary source documents (found in “Lesson Resources”)
- “Lesson Resources” Packet; containing all necessary worksheets/documents
- Teacher Visitor’s Guide (with pre-lesson tips and guidance for best practices)
- Art supplies (various) for illustrations on Day 1 & Day 2.

## **SUPPLEMENTAL MATERIALS:**

- “By the Dawn’s Early Light,” by Steven Kroll
- “The Maryland Adventure” textbook by Suzanne Ellery Green Chapelle

## **PRIMARY SOURCES:**

Bower, J. “A View of the Bombardment of Fort McHenry, near Baltimore, by the British fleet...(1816). Online Posting. Library of Congress website. 1 July 2017.  
<http://www.loc.gov/pictures/item/2007683565/>.

Key, F. “The Star-Spangled Banner.” Online Posting. Library of Congress website/blog. 28 July 2017. < <https://blogs.loc.gov/loc/files/2012/10/0003.jpg>>

## SECONDARY SOURCES:

Bozonelis, H. K. (2006). *Primary source accounts of the War of 1812*. Berkeley Heights, NJ: MyReportLinks.com Books.

Chapelle, S. E. (2001). *The Maryland adventure*. Salt Lake City: Gibbs Smith.

Encyclopedia Smithsonian. (n.d.). Retrieved July 01, 2017, from [https://www.si.edu/Encyclopedia\\_SI/nmah/starflag.htm](https://www.si.edu/Encyclopedia_SI/nmah/starflag.htm)

Eshelman, R. E., & Kummerow, B. K. (2012). *In full glory reflected: discovering the War of 1812 in the Chesapeake*. Baltimore: Maryland Historical Society Press.

Gardiner, R. (2001). *The naval war of 1812*. London: Caxton in association with the National Maritime Museum.

Kroll, S., & Andreasen, D. (2000). *By the dawns early light: the story of the Star spangled banner*. New York: Scholastic.

## SELECTED VOCABULARY:

gleaming  
glare  
bombardment  
ramparts  
refuge  
gloom  
desolation  
conquer  
perilous  
gallantly  
triumph

## DAY 1: Analyzing the Star-Spangled Banner- 45 minutes

### PROCEDURE:

#### 1) Motivation: (hand out lesson resource worksheet #1)

- Have students put their name and date on top of resource worksheet #1. Explain that you will be reading something to them that may sound familiar. While you read, instruct students to draw the details they hear and how they interpret the words in box number 1 on their worksheet resource #1.

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- Teacher reads complete set of lyrics to the Star-Spangled Banner orally (all 4 verses) while students interpret and illustrate.
- Ask students to wrap up and discuss their drawing and the poem read aloud with a partner.
- Pairs should then be encouraged to share their thoughts out loud in a class discussion (at this point it should be clear that the poem read aloud was the Star-Spangled Banner).
- Put Primary source document #1-(discuss what a primary source document is- if it has not been covered in class prior) up on the projector/Elmo etc. Ask students where they have heard this poem/song before?
- Student responses should be: at a sporting event, at a historical event etc.
- Read “Star-Spangled Banner” orally once more while it remains on the projector, tackle any unknown vocabulary prior to guided practice.
- Explain that we want to explore the Star-Spangled Banner, why it was written/what historical event it’s describing, and who wrote it (Francis Scott Key)(relating it back to Fort McHenry and it’s importance to our history here in Baltimore).
- Discuss Key’s view point/perspective as he wrote the Star-Spangled Banner.
- Collect Lesson Resource worksheet #1 before continuing, it will be redistributed at the end of Day 2.

## 2) Guided Practice:

- Provide a background of the war of 1812/Battle of Baltimore. Describe the “Star-Spangled Banner’s” relevance to the Battle of Baltimore and Fort McHenry. Use suggested supplemental materials listed or your own. (Suggested additional reading: “By the Dawn’s Early Light” or “The Maryland Adventure” social studies textbook)
- Divide students into 4 groups (recommended: heterogeneous groups), each group will be assigned 1 of the 4 verses of the Star-Spangled Banner, and given worksheet #2 (p.4-7) of the verse they have been assigned. Each student should have a worksheet.
- Model: How to identify unknown words in the text, and use the context clues to find the meaning/connect it to historical context from the lesson.
- Encourage students to look over their verse (both the excerpt of the primary source document at top of page, and the plain text), and share any unknown words that we have not uncovered the meaning of yet.
- Explain that in groups, students are to closely read (*see close reading anchor chart in pre-lesson tips packet for additional close reading support*), and break down their verse of the Star-Spangled Banner, to find meaning and connect it to the information they know about the Battle of Baltimore. Explain that we will get to see some of the features described in the Star-Spangled Banner on our trip to Fort McHenry (if attending field trip and using lesson as pre-trip lesson).

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5

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- Ask: Are there any further questions? Release students to independent practice.

### **3) Independent Practice:**

- Students are released into groups, and teacher should: a) pull small group of students that may need further accommodations/supports in place to be successful, b) monitor group work by visiting with each group and listening their ideas, thoughts, etc.
- After approx. 15 minutes, teacher should give a 1-minute warning to jot down any last minute thoughts or ideas, and bring the class back together as a whole.
- Encourage groups to share their thoughts aloud via a class discussion, starting with group #1 (verse 1).
- Create a chart that summarizes the important details from each verse, and how it pertains to the Battle of Baltimore/ Francis Scott Key's perspective throughout the battle.
- Collect Student work to evaluate and assess lesson and the completion of Day 1, prior to continuing on to Day 2.

### **4) Assessment:**

- At the end of the lesson, students can complete "Cooperative Learning Rubric" found in the, "Lesson Resources" Packet, evaluating how effectively their group worked together.
- Teacher should look over student work, and evaluate for effectiveness, make adjustments to meet needs at beginning of Day 2, or re-teach any points that seem unclear to the group as a whole based on worksheet #2, and discussion.

### **5) Closure/Wrap up:**

- Why is it important to critically analyze primary source documents, like the Star Spangled Banner?
- Why is it important to learn about history that took place in our own community/city?

## **SUGGESTIONS FOR ACCOMMODATIONS:**

- For students with IEPs and 504s.
- Heterogeneous group work.
- Modify wording of the verse, to assist with comprehension.
- Teacher-led small group with students that need extra assistance in comprehension/writing/etc.
- Have student draw what they interpret from their verse, label drawing, and then write a sentence describing their drawing using their labels to assist them.

## **LESSON EXTENSIONS:**

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- Analyze other primary source documents in a similar fashion.
- Writing extension: students use their graphic organizers (worksheet #1), to create a cohesive paragraph of their analysis of their verse.

## **Day 2: Comparing and Contrasting 2 Primary Source Documents- 45 minutes**

### **PROCEDURE:**

#### **1) Motivation:**

- Revisit the previous day's lesson with students. "What did we learn about yesterday?" Revisit what primary source documents are and how they enrich our learning.
- Put primary source document #1 on the projector (Star-Spangled Banner), have students identify what it is.
- Put primary source document #2 on the projector (preferably in color). Ask students to describe what they see with a partner. Encourage them to use vocabulary from the previous day's lesson. Then share aloud in a brief class discussion.

#### **2) Guided Practice:**

- Hand out Primary Source document #1 and Primary Source Document #2 to each student.
- Then, distribute worksheet #3 from the "Lesson Resources" packet.
- Explain that we are going to analyze two primary source documents. One we have seen before (The Star-Spangled Banner), and the newly introduced, Primary source document #2 (The Bombardment of Fort McHenry Illustration). Similar to yesterday's activity where we analyzed the Star-Spangled Banner, today we are comparing and contrasting TWO primary source documents. We see that primary source documents are not always text, and can be illustrations as well. Keep in mind both describe the Battle of Baltimore, in different ways.
- Students should be divided into groups (as teacher sees fit, recommend heterogeneous groups) to work on comparing and contrasting these two primary documents in their graphic organizer.
- Review the graphic organizer as a whole, and encourage students to ask any questions they have prior to being released to independent practice.

#### **3) Independent Practice:**

- Students released into independent work with their groups, teacher can circulate the classroom to monitor group work, ensure on-task behavior, OR can pull a small group to work with the teacher in the designated small-group area of the room.

- Allow approx. 15-20 minutes for students to analyze the documents and jot down their thoughts, ideas and notes.
- Bring students back together, and encourage groups to share their ideas from their organizers aloud in a class-wide discussion.
- Collect worksheet #3.

#### **4) Assessment:**

- Redistribute Worksheet #1 from Day 1. Explain to students we will now listen to the Star-Spangled Banner (or read it orally), one last time. During this time, just like on Day 1, you are to illustrate what you hear in the poem in box #2 at the bottom of your page.
- Ask students to briefly analyze their two illustrations. How are they different? Why do you think they are different? Which of your illustrations has more detail? Which illustration is more historically accurate as a representation of the Battle of Baltimore?
- Distribute worksheet #4: End of lesson assessment. Allow students an adequate amount of time to complete the open-ended response questions in complete sentences.
- Collect Worksheets #1 and #4. Analyze student work for effectiveness of lesson, and historical content.

#### **5) Closure/Wrap up:**

- How does analyzing primary source documents help us understand history in a more personal way?
- Think/List of all of things in our city/state that have historical names related to Fort McHenry/Battle of Baltimore/War of 1812 (Key Highway, Fort Avenue, Francis Scott Key Elementary/Middle School etc).
- Why is it important not only to learn about our city/state's history, but to visit historical places we learn about as well?

#### **SUGGESTIONS FOR ACCOMMODATIONS:**

- For students with IEPs and 504s.
- Have students analyze the illustration *only* and jot down their ideas/important details they see.
- Have students label the illustration to assist them. If possible, have them write one sentence describing the illustration using their labels to assist them.
- Pull students to small group to work with teacher.
- Pair student in heterogeneous group to assist them in understanding and tackling the assignment.

## **LESSON EXTENSIONS:**

- Writing Extension: Write your own anthem/poem for our country, from Francis Scott Key's Perspective during the Battle of Baltimore.
- Students can fill out the "Cooperative Learning Rubric" for day 2, as they did for Day 1 to monitor group work, and student pairings/feedback.