

Parent Guide

TITLE: Spreading the News about the Star-Spangled Banner

SUMMARY: This activity is a guided Internet hunt, or “Web quest”, in which children play the role of newspaper reporters in order to research, write, and publish an article about the history of the Star-Spangled Banner.

RATIONALE: This activity will help children to develop a newspaper article after looking at several sources of information. The skills required to research for this story (comparing-and-contrasting, evaluating, and synthesizing) are helpful in the real world for everyday activities like understanding current events and shopping for the best product in a store.

OBJECTIVES: This activity will help build children’s understanding of a specific time and story in history. It will also help children develop good questions and select resources that will help them answer the questions.

TIME: 90 minutes

AGE GROUP: 3rd— 5th grades

TARGET VOCABULARY:

- **banner:** the flag of a nation, state or army
- **flag:** a piece of cloth of distinctive size, color, and design, used as a symbol, standard, signal, or emblem

MATERIALS:

- Computer with Internet and printer
- Art materials (crayons, markers, colored pencils, collage materials)

PREPARATION:

- Read the book *The Flag Maker* with your child to begin building an understanding of the War of 1812, knowledge about the Star-Spangled Banner, and emotional connections to the themes of pride and patriotism presented in the book.

LOCATION: Home

(continued)

Parent Guide

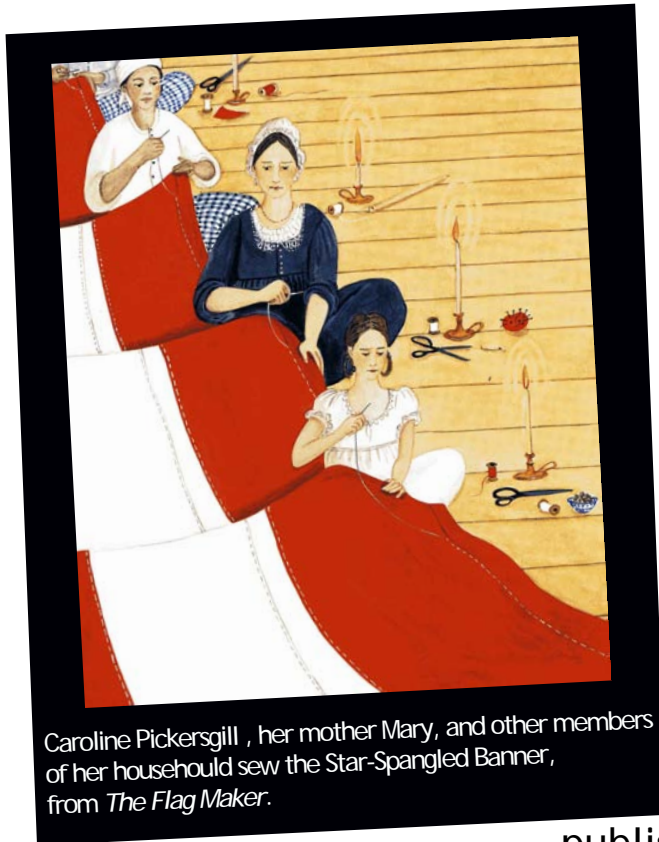
TIPS:

- Begin research with the National Museum of American History's Web site (listed first on the Web site list) to help children build a basic understanding of the topic, including important people, places, and things. Then they will understand what the other Web sites will be talking about, and how the content connects.
- After reviewing the first Web site, talk about what parts of the story are most interesting to your child. Select your next Web site based on what your child is most curious about.
- Printing the newspaper at the end may seem like a small thing, but it will add to your child's sense of accomplishment and allow your child to add artwork to the written project. This step also enables your child to share what he or she has learned with others, for example: mailing a copy to a relative, bringing a copy to school, or putting a copy on the fridge at home.

Spreading the News

Introduction

For this Web quest, you're going to be a newspaper reporter. Your job is to research, write, and publish a newspaper article about the Star-Spangled Banner so that people understand why the Star-Spangled Banner is such an important symbol in American history.



Caroline Pickersgill, her mother Mary, and other members of her household sew the Star-Spangled Banner, from *The Flag Maker*.

In 1813, when Mary and Caroline Pickersgill sewed the Star-Spangled Banner, and in 1814 when the Battle of Fort McHenry was fought, there was no radio or television to spread the news. People learned of the events through newspapers, flyers, and other sources that were printed on paper. As a matter of fact, people first read about the flag in a poem entitled "Defence of Fort M'Henry" that was

published in a newspaper called the Baltimore Patriot almost a week after the battle!

This song later became our national anthem. Check out the whole poem (which might be longer than you thought it was) on the "Defence of Fort M'Henry" sheet.

Report for Duty!

Today, reporters continue to spread news through newspapers, television and radio reports, and the Internet.

Spreading the News

Getting Started

1. Preparing your questions (The 5 Ws and H)

Reporters ask questions to get the whole story. Some important questions to ask are:

Who? “Who” questions ask about people, like: Who was involved in the event? Who benefited from the event?

What? “What” questions usually ask about actions and objects, like: What happened during the event? What proof do we have?

When? “When” questions usually ask about timing, like: When was the event? When did others find out what happened?

Where? “Where” questions usually ask about locations, like: Where did the event occur? Where were the people from?

Why? “Why” questions usually ask about reasons, like: Why did the event happen? Why did it happen at that time?

How? “How” questions aren’t all the same, but they often ask about methods, like: How do we know what happened? How did the people get there?

Write down six starting questions you would like to ask about the story of the Star-Spangled **Banner**, one for each of the 5 Ws and the H. As you do your research, you’ll answer these questions, and then try to ask follow-up questions to find good details for your article.

Spreading the News

2. Look at Your Sources

Reporters take notes while they research to write down the questions they have and the answers they find. To gather information, reporters use many types of sources to find the information they need, including books, Web sites, interviews, newspapers, diaries, and legal documents.

For this assignment, you'll be using Web sites on "Your Web quest Sources" to research the story of the Star-Spangled Banner. You don't have to use all of the Web sites to write your article, but a good reporter always uses more than one source. You might want to start off with the first Web site on the list, from the National Museum of American History. After looking there, pick your next Web site based on the questions you still haven't answered or the part of the story you think is most interesting.

3. Write Your Article

Now that you have finished your research, it's time to use your notes to write, design, and publish your newspaper article. Try to include information from several of your sources and make sure your article answers the 5Ws and H (Who? What? When? Where? Why? How?).

Before you start typing, click on this link (<http://interactives.mped.org/ppress110.aspx>), chose to create a newspaper, and start spreading the news about the Star-Spangled Banner. The ReadWriteThink printing press is really fun, and it has instructions that make it easy to use.



Illustration of Caroline Pickersgill, her mother Mary, and other members of their household sewing the Star-Spangled Banner, from *The Flag Maker*.

4. Proofread and Publish

Print a draft copy so you can revise, proofread, and edit before printing your final draft. When you're done, make sure to print several copies to share with family and friends!

Now, add your own pictures to the article. You can use crayons, markers, or cut out pictures from magazines. You're the reporter, so it's up to you to choose pictures that really go with your article.

Your Web Quest Sources

An overview of the story of the Star-Spangled Banner

<http://www.americanhistory.si.edu/starspangledbanner/>

Use this Web site to answer questions like:

- Who made the flag?
- When was the flag made?
- What war was going on when the flag was made?
- Where did the flag fly?
- Why is the flag important?
- Who wrote the song The Star-Spangled Banner?

The War of 1812

www.socialstudiesforkids.com/articles/ushistory/thewarof1812.htm

<http://www.americanhistory.si.edu/starspangledbanner/the-war-of-1812.aspx>

Use these Web sites to answer questions like:

- Who fought in the War?
- Why did they fight this War?

Mary Pickersgill and the making of the flag

www.americanflagfoundation.org/_media/pdf/educationalresources/historicalbios/MaryYoungPickersgill.pdf

<http://www.americanhistory.si.edu/starspangledbanner/making-the-flag.aspx>

Use these Web sites to answer questions like:

- Why did Mary Pickersgill make the flag?
- How was the flag made?
- What did the flag look like?

Fort McHenry and the Battle of Baltimore

www.nps.gov/fomc

<http://library.thinkquest.org/22916/baltim.html>

Use these Web sites to answer questions like:

- Where is Fort McHenry?
- What happened at the Battle of Baltimore?

Francis Scott Key

<http://bensguide.gpo.gov/3-5/symbols/anthem.html>

Use this Web site to answer questions like:

- Who was Francis Scott Key?
- Why is he important to the story?

What happened to the Star-Spangled Banner after the Battle of Baltimore?

<http://americanhistory.si.edu/news/pressrelease.cfm?key=29&newskey=346>

<http://www.americanhistory.si.edu/starspangledbanner/family-keepsake.aspx>

Use these Web sites to answer questions like:

- What happened to the flag after the War of 1812?
- How did it get to the Smithsonian Institution?

Defence of Fort M'Henry

By Francis Scott Key

O 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,
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, now conceals, now 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 washed out thier foul foot-steps' pollution.
No refuse 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 the freeman shall stand
Between their loved home, and the war's desolation!
Blest with victory and peace,
may the heaven-rescued land
Praise the power that hath made
and preserved us as 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!

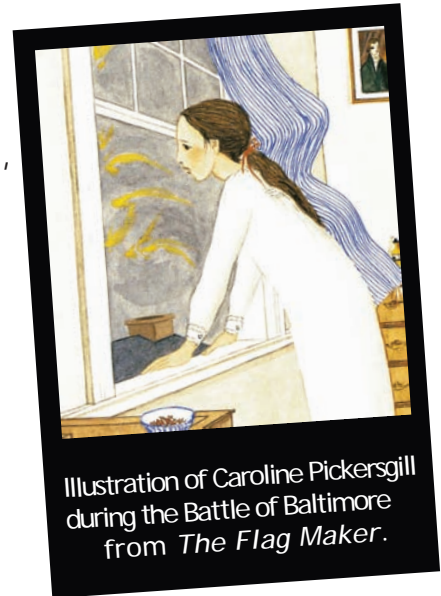


Illustration of Caroline Pickersgill during the Battle of Baltimore from *The Flag Maker*.

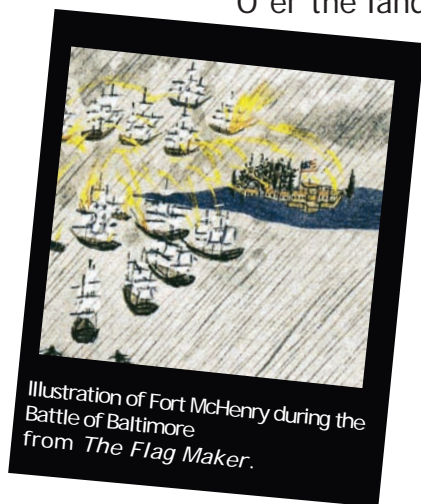


Illustration of Fort McHenry during the Battle of Baltimore from *The Flag Maker*.

Teacher Guide

TITLE: Spreading the News about the Star-Spangled Banner

SUMMARY: This activity is a guided Internet hunt, or “Web quest”, in which students play the role of newspaper reporters in order to research, write, and publish an article about the history of the Star-Spangled Banner.

RATIONALE: Authentic tasks are central to a 21st-century education. In this activity, students are given a real-world problem and asked to produce an original product, a newspaper article about the history of the Star-Spangled Banner. They will be incorporating technology to help them gather information and create the article. The students will use critical reading skills to analyze a number of different sources and then use written and visual communication skills to accomplish their task. At the end of the Web quest, they will gain content knowledge about an important chapter in American history and the origins of one of our most important national symbols.

OBJECTIVES: The students will be better able to:

- synthesize ideas and facts in written and artistic products.
- ask and seek answers to historical questions.

TIME: 90 minutes (can be divided into two 45-minute periods)

AGE GROUP: 3rd– 5th grades

TARGET VOCABULARY:

- **banner:** the flag of a nation, state or army
- **flag:** a piece of cloth of distinctive size, color, and design, used as a symbol, standard, signal, or emblem

MATERIALS:

- Computer(s) with Internet and printer(s)
- Art materials (crayons, markers, colored pencils, collage materials)

PREPARATION:

- Students should read the book *The Flag Maker* to begin building an understanding of the War of 1812 and an emotional connection to the themes of pride and patriotism presented in the book.

LOCATION: Classroom or computer lab

(continued)

Teacher Guide

STUDENT PERFORMANCE CRITERIA: (see also attached rubric)

- Asks and answer questions
- Locates information from a variety of sources
- Collects and evaluates information
- Uses a variety of sentence types correctly and appropriately
- Uses all components of a newspaper article appropriately
- Revises and edits written work
- Uses visual material to reinforce a message

STANDARDS:

NCHS History Standards

K–4 Historical Thinking Standards

2 H: Draw upon visual data presented in photographs, paintings, cartoons, and architectural drawings.

3A: Formulate questions to focus their inquiry or analysis.

4A: Formulate historical questions.

4B: Obtain historical data from a variety of sources.

4D: Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

K–4 History Content Standards

3E: The student understands the ideas that were significant in the development of the state and that helped forge its unique identity.

4C: The student understands historic figures who have exemplified values and principles of American democracy.

4E: The student understands national symbols through which American values and principles are expressed.

6A: The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage.

(continued)

Teacher Guide

IRA/NCTE Language Arts Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
12. Students use spoken, written, and visual language to accomplish their own purposes.

ISTE Educational Technology Standards for Students (NETS.S)

3. Technology productivity tools: Students use technology tools to enhance learning, increase productivity, and promote creativity.
4. Technology communication tools: Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology resource tools: Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results.
6. Technology problem-solving and decision-making tools: Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.

21st-Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Information Literacy

Spreading the News about the Star-Spangled Banner

a newspaper article created through Web quest research

Category	Level 1	Level 2	Level 3	Level 4
Research Criteria				
ask and answer questions (5 Ws and H)	demonstrates limited ability to ask and answer questions	demonstrates some ability to ask and answer questions	demonstrates considerable ability to ask and answer questions	demonstrates exemplary ability to ask and answer questions
locate information from a variety of sources	uses a limited variety of sources to locate information	uses a sufficient variety of sources to locate information	uses a good variety of sources to locate information	uses a wide variety of sources to locate information
collect and evaluate information	demonstrates limited ability to collect and evaluate information	demonstrates satisfactory ability to collect and evaluate information	demonstrates considerable ability to collect and evaluate information	demonstrates exceptional ability to collect and evaluate information
Article Criteria				
use a variety of sentence types correctly and appropriately	uses a limited variety of sentence types correctly and appropriately	uses an adequate variety of sentence types correctly and appropriately	uses a good variety of sentence types correctly and appropriately	uses a wide variety of sentence types correctly and appropriately
use all components of a newspaper article appropriately (headline, byline, article, and image caption)	uses a limited number of components appropriately	uses some components of a newspaper article appropriately	uses most components of a newspaper article appropriately	uses all components of a newspaper article appropriately
revise and edit written work	is beginning to revise and edit written work	revises and edits written work with satisfactory success	revises and edits written work with considerable success	revises and edits written work with outstanding success
use visual material to reinforce a message	needs assistance when using visual material to reinforce a message	suitably uses visual material to reinforce a message	capably uses visual material to reinforce a message	expertly uses visual material to reinforce a message