



**March 13-15, 1997**

# **Star-Spangled Math**

**Grade Level:** 4

**Presented by:** Paula McCain, Serna Elementary, San Antonio, Texas

Gwen Zaborowski, Serna Elementary, San Antonio, Texas

**Length of Unit:** 10 Days

## **ABSTRACT**

This is an integrated fourth grade math unit that highlights problem solving skills. Using "The Star-Spangled Banner" as a focus, students will be able to use estimation, measurement, geometry, and computation skills to create a replica of the flag that hung over Fort McHenry. Reading features the complete poetic rendition of "The Star-Spangled Banner" and addresses skills in the use of vocabulary, context clues, imagery, and main idea. Using the historical events that inspired Francis Scott Key, students will compare the causes and effects of the War of 1812 and the American Revolution.

## **II. OVERVIEW**

A. The specific content from the Core Knowledge Sequence to be covered is mathematical computation, linear measurement, geometry, and the War of 1812.

B. Skills to be taught are how to recognize angles, problem solving, calculation of area and perimeter, the use of estimation, how to measure in yards and meters, how to use context clues, to compare and contrast, main idea, imagery and the creation of poetry.

C. Students will understand the importance of proportional scaling (enlarging and shrinking by a scale factor)

which connects similarity and linearity. Students will understand that mathematics is the science of patterns and how to recognize patterns and how to make generalizations.

## **III. BACKGROUND KNOWLEDGE**

Smithsonian Institute Home Page: <http://www.si.edu> Go to American History Museum, Search: Star-Spangled Banner

Williams, Earl P., Jr. What You Should Know About The American Flag. Gettysburg, PA: Thomas Publications. 1992. ISBN 0-939631-10-5

C. Cobblestone January 1988: pg. 4 - 48. ISBN 0199-5197

## **IV. RESOURCES**

St. Pierre, Stephanie. Our National Anthem. Brookfield, CT: The Millbrook Press. 1992. ISBN 1-878841-89-0

Zike, Dinah. Big Book of Books and Activities. Dinah-Might Activities, Inc. 1992. P.O. Box 39657, San Antonio, TX 78218. (210) 657-5951

Kroll, Steven. The Story of the Star-Spangled Banner, By the Dawn's Early Light. New York: Scholastic, Inc. 1994. ISBN 0-590-45054-9

Kroll, Steven. By the Dawn's Early Light. New York: Scholastic Inc. 1994. ISBN 0-590-45054-9

The Star-Spangled Banner Flag House & Museum. (Video) 844 E. Pratt Street, Baltimore, MD 21202 (410) 832-1793 \$19.95

Hirsch, E. D. Jr., What Your 4<sup>th</sup> Grader Needs to Know. New York. Doubleday. 1992.

ISBN 0-385-41118-9

## LESSONS

### A. Lesson One: "The Star-Spangled Banner" by Francis Scott Key

#### 1. Objective/Goal:

Students will be able to access prior knowledge concerning "The Star-Spangled Banner" by Francis Scott Key.

Students will be able to use context clues to define vocabulary in "The Star-Spangled Banner."

Students will rewrite selected phrases of "The Star-Spangled Banner" to clarify meaning with relevant vocabulary of today using correct punctuation and capitalization.

#### 2. Materials

St. Pierre, Stephanie. Our National Anthem.

Copy of "The Star-Spangled Banner" (Appendix A)

Vocabulary Sheet and KWL sheet (Appendix B)

four corners vocabulary definition sheet (Appendix C)

Stanza interpretation sheet (Appendix D)

precut flag parts for student book--7 white " by 12" strips, 15 stars to fit in blue field, blue field 4 " by 4 "

12 x 18 red construction paper to make tri-fold book

#### 3. Prior Knowledge for Students

a. American Civilization 2 - War of 1812; Music 2 - Recommended Songs

#### 4. Key Vocabulary

a. See Appendix B or C

#### 5. Procedures/Activities

Make tri-fold (shutter) books according to Big Book of Books and Activities from red 18" by 12" construction paper, decorating with white stripes, blue field and white stars on closed front shutter. Gently cut open front shutters if stripes glue shut. A copy of "The Star-Spangled Banner" is glued on the back. Students cut in half Appendix B and glue the KWL to the left inside flap and vocabulary to the right inside flap.

On left inside flap of book, students complete "What I know" and "What I want to learn" sections about "The Star-Spangled Banner."

Read pages 26-29 of Our National Anthem "Understanding our National Anthem," eliminating the vocabulary information. Students and teacher read and discuss "The Star-Spangled Banner" highlighting vocabulary words and phrases (see Appendix A).

Four Corners Vocabulary - label the corners of your room 1, 2, 3, and 4. Call out each vocabulary word and read four possible definitions (Appendix C). The students choose the definition that they think is correct and go to that corner (i.e. hath 1. Does 2. Can 3. Has 4. Is). Students would have gone to corner #3 to have been correct. Reinforce correct definitions.

Groups reread poem with new understanding of highlighted words and write the main idea of each stanza. This is a rough draft.

Students complete "What I have learned" section on inside flap of tri-fold book about "The Star-Spangled Banner."

## 6. Evaluation/Assessment

Students edit and copy main idea on Appendix D to place in the center section of their tri-fold book. Evaluation will consist of following directions, neatness, accuracy of meaning for each stanza, punctuation and capitalization.

## **B. Lesson Two: "The War of 1812"**

### 1. Objective/Goal:

Students will know three reasons why America went to war with Britain in 1812.

Students will be able to compare and contrast the American Revolution to the War of 1812.

### Materials

Hirsch, p. 195-196 overhead transparency

student outline (Appendix D)

hoola hoops and sentence strips

### 3. Prior Knowledge for Students

American Civilization 2 - War of 1812; American Civilization - From Colonies to Independence

### 4. Key Vocabulary

a. War Hawks, Old Ironsides, treaty, allies

### 5. Procedures/Activities

Make overhead of Hirsch pp.195 and 196. Give students outline graphic organizer (Appendix D) to complete as teacher and students read and discuss background information.

Create a brainstorming web on the reasons why the American Revolution was fought. If the American Revolution has not been taught, please refer to Hirsch pp.164-166.

Using sentence strips, students write things that are alike and things that are different, comparing the American Revolution and the War of 1812. Students put sentence strips inside hoola hoops placed in a Venn diagram "shape" that has been labeled "American Revolution" and "War of 1812."

#### Evaluation/Assessment

Using the Venn diagram, students write a paper comparing and contrasting the American Revolution and the War of 1812. How were they alike? How were they different? Each reason must be equally elaborated. Grade holistically.

### **C. Lesson Three: "Patriotic Imagery"**

#### 1. Objective/Goal:

a. Students will be able to recognize imagery in poetic form.

Students will create their own patriotic poem.

#### 2. Materials

a. By the Dawn's Early Light, Steven Kroll

cassette tape of different renditions of "The Star-Spangled Banner"

tri-fold book from Lesson One

copies of patriotic poems and song lyrics (i.e. "America the Beautiful," "America," "Concord Hymn," "Stars and Strips Forever," etc.--there are numerous examples within the *Sequence*)

#### 3. Prior Knowledge for Students

Music 1 through 3- Recommended Songs; American Civilization 2 - War of 1812; symbols and figures; Language Arts 3 - Poems, About Language

#### 4. Key Vocabulary

a. imagery

#### 5. Procedures/Activities

a. Read By the Dawn's Early Light by Steven Kroll.

Discuss illustrations. Point out that these illustrations are visual images. What is literary imagery? Literary imagery is what your mind sees when you read or listen to music. While listening to different renditions of "The Star-Spangled Banner," groups write adjectives that describe how they feel while listening to each rendition (i.e. proud, strong, etc.). A class word bank will be created.

Using patriotic poems and song lyrics, students identify examples of imagery.

Students find fifteen examples of imagery in "The Star-Spangled Banner" and write the examples on red and white stripes on the cover of their tri-fold book flag.

#### 6. Evaluation/Assessment

a. Students write patriotic poem using four examples of imagery and illustrate. Examples of imagery are to be underlined. These poems shall be read during the culminating activity.

### **D. Lesson Four: How Big is It?**

#### 1. Objective/Goal:

Students will be able to use visual observation to estimate length in feet.

Students will be able to measure in yards and calculate length in feet.

Students will be able to find the area and perimeter of the garrison and storm flags of Ft. McHenry.

Students will convert yards to feet and inches.

#### 2. Materials

at least 72 feet of adding machine or string

yard stick

teacher created chart (see Appendix E)

"The Star-Spangled Banner Flag House and Museum" video

viewing outline (Appendix F)

manipulative cubes

calculators

graph paper

#### 3. Prior Knowledge for Students

a. Mathematics 1 through 3 -- linear measure; Mathematics 3 -- computation

#### 4. Key Vocabulary

a. area, perimeter, equivalent, yard, foot, inch, convert

#### 5. Procedures/Activities

Roll out adding machine tape or string to 42 inches (this is the width of the garrison flag). Ask students to estimate how long they think it is. Then repeat the procedure for the length of the garrison flag--30 inches. Remember that students should not be informed that these measurements are not the length and width. Record student estimates on teacher made chart.

Students view "The Star-Spangled Banner Flag House" video using viewing outline (Appendix F).

Students take yard sticks and mark adding machine tape or string every yard. Tally on board for each yard. In cooperative groups, figure out actual length of adding tape or string in yards. Challenge students to

convert this measurement to feet.

Teacher and students discuss how to find area and perimeter. perimeter = add the rim; A = area (add all). Using manipulative cubes, students practice area and perimeter of classroom objects.

From information on viewing outline, using rounding, students estimate, the area and perimeter of the storm flag and garrison flag. If double digit multiplication has not been introduced, use calculators.

Using flags as a focus, students create perimeter and area problems for students to calculate. (i.e. The flag in our room is 1' x 2'; books about flags will provide other information.)

#### 6. Evaluation/Assessment

Using graph paper, students draw to scale (1 square = 1 yard) the storm and garrison flag. Students calculate actual area and perimeter of each. Students convert scale using multiplication to feet and inches.

### **E. Lesson Five: Metric Equivalents**

#### 1. Objective/Goal:

Students will be able to measure the length and width of the garrison flag using the metric system.

Students will compare the metric system with the U.S. customary units of measurement.

Students will distinguish that yards are slightly shorter than meters.

Students will convert meters to millimeters and centimeters.

#### 2. Materials

meter stick

yard stick

adding machine tape or string from Lesson 4

chart from Lesson 4 (Appendix E)

#### 3. Prior Knowledge for Students

Mathematics 3: Linear measure, computation, geometry

#### 4. Key Vocabulary

a. equivalent, area, perimeter, millimeters, centimeters, meter, convert

#### 5. Procedures/Activities

Visually compare and discuss the yard stick and the meter stick. Have students estimate the length of the tape or string in metric measure. Record student estimates on chart from Lesson 4 (Appendix E). Compare estimates.

Have students measure the adding machine tape or string using meter sticks. Record actual measurements on the chart. Discuss the fact that meter measurements are slightly more than U. S. Customary because a yard is slightly less than a meter.

Students use actual metric measurements of tape to find the area and perimeter of the garrison flag. Students use calculators to convert meter to centimeters and millimeters.

#### 6. Evaluation/Assessment

Students write paragraphs comparing the area and perimeter of the garrison flag in metric and U. S Customary that show a comprehension of how they can use yards to estimate meters.

### **F. Lesson Six: Stars, the Geometric Connection**

#### 1. Objective/Goal:

a. Students will be able to recognize acute, obtuse and right angles.

Students will be able to create a pentagon using isosceles triangle patterns.

Students will use problem solving skills to create a five pointed star using isosceles and right triangle patterns.

#### 2. Materials

isosceles and right triangle patterns (See Appendix G)

manila folders to cut out pattern pieces (this is a good time to recycle all of the old ones)

24" x 26" white paper sheets

protractors

rulers

#### 3. Prior Knowledge for Students

Math K through 3 -- Geometry

#### 4. Key Vocabulary

a. acute angle, isosceles, angle, obtuse angle, right angle, pentagon (Appendix H)

#### 5. Procedures/Activities

a. Review geometrical shapes.

Discuss the definition of a pentagon. Have students draw examples.

Pass out the isosceles triangle patterns. Discuss and define angles: acute, obtuse and right.

Using protractors, have students measure the angles found in the patterns labeling the degree of each angle. (Lesson may be needed to teach the use of protractors.)

In pairs, have students discuss what kinds of angles are found. (Conclusion should be that there are no right angles or obtuse angles.)

Have students fold isosceles triangles to create two right angles and label. Again, discuss what kind of angles are found in these patterns.

Using the isosceles triangle patterns, have students create a pentagon. Triangle pattern will have to be

traced 5 times. Have students compare this pentagon with their drawn examples and lead them to discover that they have created an equilateral pentagon, where all sides are equal. Where are the obtuse angles? They are where two isosceles triangles meet within the pentagon.

Give the students the right triangle patterns. Show them a five pointed star. Working in pairs, students are to create a five pointed star pattern that is the same size that was on the garrison flag using only the pattern pieces that they have. Teacher is only to guide, not to supply students with "how to" information. Pattern pieces are traced on manila folders. It will take five isosceles triangles to create the pentagon and ten right triangles to create the five points. This will create a 24" tip-to-tip star.

Students will tape their pattern together and trace it on the 24" x 26" white paper pieces. (You need 15 stars for the culminating activity.)

#### 6. Evaluation/Assessment

Using the star that they created have the students point and identify: a pentagon and examples of an obtuse, acute and right angle.

### **G. Lesson Seven: How to Make a Flag a Triangle**

#### 1. Objective/Goal:

Students will know the parts of the flag and how to fold it.

#### 2. Materials

a. flag

index cards and sentence strips

Vocabulary definitions (Appendix H)

flag drawing to label parts (Appendix I)

#### 3. Prior Knowledge for Students

World Civilization 4 - Europe in the Middle Ages

#### 4. Key Vocabulary

a. hoist, fly, canton, field, ensign, mullet, coat of arms

#### 5. Procedures/Activities

Display the American Flag and brainstorm with children reasons that a flag is displayed. Discuss different types of flags. (This would be a good time to tie in heraldry and coats of arms from your Middle Age unit.)

Pre-write the vocabulary words on index cards and write the definitions on the sentence strips (enough for each group to have one set). Working in groups of four, students will try to match vocabulary words with their definitions. Read out the definitions (See Appendix G). The group that matches the most wins!

Show students parts of the flag. Tell students we are now going to make the rectangular flag a triangle. Demonstrate how to fold it with two students (a Girl Scout handbook has this information in picture format):

Hold flag open, canton on right.

Fold stripes toward canton in right hand. Straighten.

Fold once again to the right. All you see is the canton on top and the strips on the bottom.

Starting at the stripe end, fold left to right, creating a right triangle.

Continuing triangle pattern until approximately 3" is left to be tucked into the triangle shape.

Let students practice folding the flag, calling the name of the part of the flag as it is used in the fold.

#### 6. Evaluation/Assessment

a. Students draw a flag using a ruler to the dimensions determined by teacher or using Appendix I.

Students label 5 parts: canton, field, fly, hoist, and mullet.

### **H. Lesson Eight: Patriotic Etiquette**

#### 1. Objective/Goal:

a. Students will become familiar with proper flag etiquette and how to show respect during the national anthem.

#### Materials

flag

tape of "The Star-Spangled Banner"

poster of the Pledge of Allegiance

laminating scraps (approximately 8 " by 11")

lesson vocabulary (Appendix H)

ROTC, Boy or Girl Scout Troop, or military personnel

#### 3. Prior Knowledge for Students

American Civilization K through 2 - Symbols and Figures

#### 4. Key Vocabulary

a. creed, respect, pledge, allegiance, anthem

#### Procedures/Activities

Have students write the Pledge of Allegiance on overhead transparencies (use the laminating scraps from teacher workroom). Discuss vocabulary and what it means to the student when they say the pledge.

Display poster of the Pledge of Allegiance. As you view student transparencies discuss where the common mistakes have been made. Have students copy actual Pledge of Allegiance on notebook paper and briefly tell what it means to them.

Have local high school ROTC, Eagle Scouts, or military personnel visit your school to teach students the

proper flag and national anthem etiquette. They should also model how students are to show respect during the ceremony. This should include how to stand, when to stand, where to place your hands, and what to do with your hat.

#### Evaluation/Assessment

Have students participate in a flag ceremony where colors are posted, the Pledge recited, the "The Star-Spangled Banner" sung and the retreat of color guard

### **VI. CULMINATING ACTIVITY**

Using bulletin board paper, students create a replica of the garrison flag. The stars created in Lesson Six are to be placed on the 12' x 16' blue field. Craft is available in 24" by 100" rolls. It will take 4 red and 4 white rolls.

Students read their patriot poems written from Lesson Three in a radio show format on cassette tapes to be played for second grade in a listening center.

Students teach second graders patriot etiquette from Lesson Seven. A flag ceremony will be performed and will include: the posting of the colors, the pledge of allegiance, singing the national anthem and the retreat of the color guard.

### **VII. HANDOUTS/STUDENT WORKSHEETS**

Appendix A - "The Star-Spangled Banner"

Appendix B - Vocabulary and KWL for Lesson One

Appendix C - Four Corners Vocabulary for Lesson One

Appendix D - Outline for Hirsch reading for Lesson Two

Appendix E - Teacher chart for recording measurements for Lessons Four and Five

Appendix F - Video Viewing Guide for Lesson Four

Appendix H - Patterns to create 24" star for Lesson Six

Appendix G - Vocabulary and definitions for Lessons Six, Seven and Eight

Appendix I - Flag to be labeled for Lesson Seven

---

#### **APPENDIX A**

#### **"The Star-Spangled Banner"**

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 strips and bright stars through the perilous fight

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 dead 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 in 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 foul footsteps' pollution.

No refuge could save their 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 home 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 We Trust,"

And the star-spangled banner in triumph shall wave

O'er the land of the free and the home of the brave.

---

## APPENDIX B

### VOCABULARY

**banner:** flag

**twilight's last gleaming:** sunset, just before dark

**perilous:** dangerous

**o'er:** over

**ramparts:** mounds of earth built around a fort to make it stronger

**gallantly:** bravely, heroically

**foe's haughty host:** the proud British enemies

**dread:** to fear greatly

**reposes:** sits

**fitfully:** off and on

**conceals:** hides

**discloses:** shows

**morning's first beam:** dawn

**vauntingly:** proudly, boastfully

**havoc:** destruction

**foul footstep's pollution:** ugly trace of the British

**refuge:** safe place

**hireling:** hired worker

**terror or flight:** retreat

**towering steep:** top of the fort

**gloom of the grave:** death

**triumph:** victory

**doth:** does

**desolation:** destruction

**victr'y:** victory, winning

**hath:** has

**preserved:** saved, kept

**when our cause it is just:** when we fight for the good and fair things in the world

**motto:** saying

### WHAT I KNOW ABOUT "THE STAR-SPANGLED BANNER"

### WHAT I WANT TO LEARN ABOUT "THE STAR- SPANGLED BANNER"

### WHAT I LEARNED ABOUT "THE STAR- SPANGLED BANNER"

---

## APPENDIX C

## FOUR CORNERS VOCABULARY GAME

**banner:** 1. Group that plays music; 2. A sign; 3. A costume; 4. Flag

**twilight's last gleaming:** 1. Sunset, just before dark; 2. Last star you see; 3. Magical dust; 4. Sunrise, dawn

**perilous:** 1. Jewelry; 2. Safe; 3. Dangerous; 4. Mountainous

**o'er:** 1. Used to row a boat; 2. Over; 3. Under; 4. Cookies

**ramparts:** 1. Mounds of earth built around a fort to make it stronger; 2. Parts of a goat; 3. Machine parts; 4. Pictures of ramps

**gallantly:** 1. Scared; 2. Fast; 3. Names of a noble; 4. Bravely, heroically

**foe's haughty host:** 1. The shamed British soldier; 2. The proud British enemies; 3. Someone who is having a party; 4. A bad guest

**dread:** 1. Something you eat jam on; 2. A doctor in books; 3. Frightening; 4. Funny

**reposes:** 1. Get ready to take a picture; 2. Stands; 3. Sits; 4. Lies down

**fitfully:** 1. Up and down; 2. Stomp your feet and yell; 3. Too many fits; 4. Off and on

**conceals:** 1. Hides; 2. Exposes; 3. Reveals; 4. Shows

**discloses:** 1. Hides; 2. Shows; 3. Doesn't close; 4. Without a door

**morning's first beam:** 1. Dawn, sunrise; 2. Breakfast; 3. Just before dark; 4. Sunset

**vauntingly:** 1. Scary; 2, with jumps; 3. Proudly, boastfully; 4. Sadly

**havoc:** 1. To build; 2. To have; 3. A baby hammock; 4. Destruction

**foul footstep's pollutions:** 1. Ugly trace of the British; 2. Smelly feet; 3. A dirty bird's footprints; 4. British soldier's with athlete's feet

**refuge:** 1. Another name for refrigerator; 2. Safe place; 3. Danger; 4. Trash

**hireling:** 1. Baby bird; 2. Someone who doesn't have a job; 3. Hired worker; 4. Trash

**terror of flight:** 1. Fear of flying; 2. Retreat; 3. Scared of bats; 4. Run forward

**towering steep:** 1. Bit hill; 2. Tall building; 3. Bottom of a moat; 4. Top of the fort

**gloom of the grave:** 1. Death; 2. A ghost; 3. Life; 4. Shadow of the headstone

**triumph:** 1. A loss; 2. A small British made car; 3. Three umpires; 4. Victory

**doth:** 1. Done; 2. Has; 3. Does; 4. Two people

**desolation:** 1. Destruction; 2. To build; 3. A place where little water falls; 4. A promise to make on New Year's

**victr'y:** 1. Victory, winning; 2. A contraction; 3. A tree of Vick's Cough Drops; 4. Losing

**hath:** 1. Have; 2. Has; 3. A dry bath; 4. Is

**preserved:** 1. A kind of jelly; 2. Like a mummy; 3. Saved, kept; 4. Thrown away

**when our cause it is just:** 1. When we fight for the good and fair things in the world; 2. A protest; 3. A fair fight; 4. Just do it

**motto:** 1. Promise; 2. A written note; 3. A small motorcycle; 4. Saying

---

## APPENDIX D

### Madison's Troubles: The War of 1812

#### James Madison

\_\_\_\_\_ of the Constitution

B. Fourth \_\_\_\_\_ of the United States

#### II. Americans are angry

A. False rumor that the British were encouraging \_\_\_\_\_  
to attack settlers

Britain was pulling \_\_\_\_\_ off American ships and forcing them to fight  
in Britain's war against France

#### III. Angry Congressmen demand America go to war

They were called \_\_\_\_\_

B. They hoped to take over \_\_\_\_\_

#### IV. Ready for war?

A. Lacked \_\_\_\_\_ and \_\_\_\_\_

Congress didn't want to \_\_\_\_\_ the people to pay for the war

Americans lost many battles to the north and west

#### American victories at sea

Battleship Constitution

B. Nicknamed "Old \_\_\_\_\_" because it survived many battles

#### VI. War still boy poorly for \_\_\_\_\_

\_\_\_\_\_ attack Washington, DC

B. Dolley Madison saves portrait of \_\_\_\_\_

" \_\_\_\_\_ " was written during the War of 1812

**VII. The war we should not have fought**

Dragged on with no side winning

B. \_\_\_\_\_ was signed on Christmas Eve, 1814

American and Britain would never fight each other again

D. They would fight as \_\_\_\_\_

**VII. Battle of New Orleans**

Few traveled slowly to New Orleans where the biggest battle was fought \_\_\_\_\_  
the treaty

B. General \_\_\_\_\_ led American troops

Americans fired rifles on British soldiers marching in the open

D. Many died even though war was officially over

---

"APPENDIX E"

HOW BIG IS IT?

Estimate in yards    Actual in yards    Estimate in meters    Actual in meters

Length A

Length B

---

"APPENDIX F"

**Video Viewing Guide**

1. Who wrote the "Star Spangled Banner?"

2. Why did the Americans want to go to war?

Britain and \_\_\_\_\_ were also at war with each other.

4. What do you think it means to be neutral?

Americans sailors were "impressed" into service for France and England. What do you think that means?

6. Major General Samuel \_\_\_\_\_ was the commander of all the American forces.

7. Mary Young \_\_\_\_\_ made the flags that flew over Fort McHenry.

8. Define military colors:

9. Fort McHenry is located in \_\_\_\_\_, Maryland.

10. The garrison flag was supposed to be \_\_\_\_\_ feet hoist and \_\_\_\_\_ feet fly.

11. The strips were \_\_\_\_\_ feet wide and the stars were \_\_\_\_\_ feet tip to tip

12. How much English wool bunting did they order?

13. How big was the storm flag?

14. How long did it take to make the flag?

---

"APPENDIX G"

---

"APPENDIX H"

**Lesson Six Vocabulary:**

**acute angle:** an angle less than 90 degrees

**isosceles triangle:** a triangle with two equal sides

**angle:** the figure formed by two lines extending from the same point

**obtuse angle:** an angle that is greater than 90 degrees

**right angle:** triangles that have a 90 degree angle

**pentagon:** a five sided polygon

**Lesson Seven Vocabulary:**

**canton:** the quarters of a flag, especially the top quarter of the hoist

**coat of arms:** the armorial and/or other heraldic badges of an owner displayed on a cloak or shield

**ensign:** a special flag based on a country's national flag and used exclusively on naval ships or merchant ships

**field:** the ground of each division of a flag

**fly:** the edge of a flag farthest from the staff

**hoist:** (n.) the edge of a flag nearest the staff; (vb.) to raise a flag

**mullet:** a five-pointed star, representative of a knight's spur

**Lesson Eight Vocabulary:**

**anthem:** a song of praise or gladness

**creed:** a set of fundamental beliefs

**allegiance:** devotion or loyalty to a person, group or cause

**respect:** an act of giving particular consideration

**pledge:** to promise

[Home](#) | [About Core Knowledge](#) | [Schools](#) | [Bookstore](#) | Lesson Plans | [Conference](#)

Send questions and comments to the [Core Knowledge Foundation](#).

© 1997 Core Knowledge Foundation.

APPENDIX A  
"The Star-Spangled Banner"

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 strips and bright stars through the perilous fight  
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 dead 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 in 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 foul footsteps' pollution.  
No refuge could save their 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 home 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 We Trust,"  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave.

## APPENDIX B

### VOCABULARY

**banner:** flag  
**twilight's last gleaming:** sunset, just before dark  
**perilous:** dangerous  
**o'er:** over  
**ramparts:** mounds of earth built around a fort to make it stronger  
**gallantly:** bravely, heroically  
**foe's haughty host:** the proud British enemies  
**dread:** to fear greatly  
**reposes:** sits  
**fitfully:** off and on  
**conceals:** hides  
**discloses:** shows  
**morning's first beam:** dawn  
**vauntingly:** proudly, boastfully  
**havoc:** destruction  
**foul footstep's pollution:** ugly trace of the British  
**refuge:** safe place  
**hireling:** hired worker  
**terror or flight:** retreat  
**towering steep:** top of the fort  
**gloom of the grave:** death  
**triumph:** victory  
**doth:** does  
**desolation:** destruction  
**victr'y:** victory, winning  
**hath:** has  
**preserved:** saved, kept  
**when our cause it is just:** when we fight for the good and fair things in the world  
**motto:** saying

**WHAT I KNOW ABOUT  
"THE STAR-SPANGLED  
BANNER"**

**WHAT I WANT TO LEARN  
ABOUT "THE STAR-  
SPANGLED BANNER"**

**WHAT I LEARNED  
ABOUT "THE STAR-  
SPANGLED BANNER"**

## APPENDIX C

### FOUR CORNERS VOCABULARY GAME

- banner:** 1. Group that plays music; 2. A sign; 3. A costume; 4. Flag
- twilight's last gleaming:** 1. Sunset, just before dark; 2. Last star you see; 3. Magical dust; 4. Sunrise, dawn
- perilous:** 1. Jewelry; 2. Safe; 3. Dangerous; 4. Mountainous
- o'er:** 1. Used to row a boat; 2. Over; 3. Under; 4. Cookies
- ramparts:** 1. Mounds of earth built around a fort to make it stronger; 2. Parts of a goat; 3. Machine parts; 4. Pictures of ramps
- gallantly:** 1. Scared; 2. Fast; 3. Names of a noble; 4. Bravely, heroically
- foe's haughty host:** 1. The shamed British soldier; 2. The proud British enemies; 3. Someone who is having a party; 4. A bad guest
- dread:** 1. Something you eat jam on; 2. A doctor in books; 3. Frightening; 4. Funny
- reposes:** 1. Get ready to take a picture; 2. Stands; 3. Sits; 4. Lies down
- fitfully:** 1. Up and down; 2. Stomp your feet and yell; 3. Too many fits; 4. Off and on
- conceals:** 1. Hides; 2. Exposes; 3. Reveals; 4. Shows
- discloses:** 1. Hides; 2. Shows; 3. Doesn't close; 4. Without a door
- morning's first beam:** 1. Dawn, sunrise; 2. Breakfast; 3. Just before dark; 4. Sunset
- vauntingly:** 1. Scary; 2, with jumps; 3. Proudly, boastfully; 4. Sadly
- havoc:** 1. To build; 2. To have; 3. A baby hammock; 4. Destruction
- foul footstep's pollutions:** 1. Ugly trace of the British; 2. Smelly feet; 3. A dirty bird's footprints; 4. British soldier's with athlete's feet
- refuge:** 1. Another name for refrigerator; 2. Safe place; 3. Danger; 4. Trash
- hireling:** 1. Baby bird; 2. Someone who doesn't have a job; 3. Hired worker; 4. Trash
- terror of flight:** 1. Fear of flying; 2. Retreat; 3. Scared of bats; 4. Run forward
- towering steep:** 1. Bit hill; 2. Tall building; 3. Bottom of a moat; 4. Top of the fort
- gloom of the grave:** 1. Death; 2. A ghost; 3. Life; 4. Shadow of the headstone
- triumph:** 1. A loss; 2. A small British made car; 3. Three umpires; 4. Victory
- doth:** 1. Done; 2. Has; 3. Does; 4. Two people
- desolation:** 1. Destruction; 2. To build; 3. A place where little water falls; 4. A promise to make on New Year's
- vict'ry:** 1. Victory, winning; 2. A contraction; 3. A tree of Vick's Cough Drops; 4. Losing
- hath:** 1. Have; 2. Has; 3. A dry bath; 4. Is
- preserved:** 1. A kind of jelly; 2. Like a mummy; 3. Saved, kept; 4. Thrown away
- when our cause it is just:** 1. When we fight for the good and fair things in the world; 2. A protest; 3. A fair fight; 4. Just do it
- motto:** 1. Promise; 2. A written note; 3. A small motorcycle; 4. Saving

APPENDIX D  
Madison's Troubles: The War of 1812

**I. James Madison**

- A. \_\_\_\_\_ of the Constitution
- B. Fourth \_\_\_\_\_ of the United States

**II. Americans are angry**

- A. False rumor that the British were encouraging \_\_\_\_\_  
\_\_\_\_\_ to attack settlers
- B. Britain was pulling \_\_\_\_\_ off American ships and forcing them to fight in Britain's war against France

**III. Angry Congressmen demand America go to war**

- A. They were called \_\_\_\_\_
- B. They hoped to take over \_\_\_\_\_

**IV. Ready for war?**

- A. Lacked \_\_\_\_\_ and \_\_\_\_\_
- B. Congress didn't want to \_\_\_\_\_ the people to pay for the war
- C. Americans lost many battles to the north and west

**V. American victories at sea**

- A. Battleship Constitution
- B. Nicknamed "Old \_\_\_\_\_" because it survived many battles

**VI. War still boy poorly for \_\_\_\_\_**

- A. \_\_\_\_\_ attack Washington, DC
- B. Dolley Madison saves portrait of \_\_\_\_\_
- C. " \_\_\_\_\_ " was written during the War of 1812

**VII. The war we should not have fought**

- A. Dragged on with no side winning
- B. \_\_\_\_\_ was signed on Christmas Eve, 1814
- C. American and Britain would never fight each other again
- D. They would fight as \_\_\_\_\_

**VII. Battle of New Orleans**

- A. Few traveled slowly to New Orleans where the biggest battle was fought  
\_\_\_\_\_ the treaty
- B. General \_\_\_\_\_ led American troops
- C. Americans fired rifles on British soldiers marching in the open
- D. Many died even though war was officially over

\*APPENDIX E\*

HOW BIG IS IT?

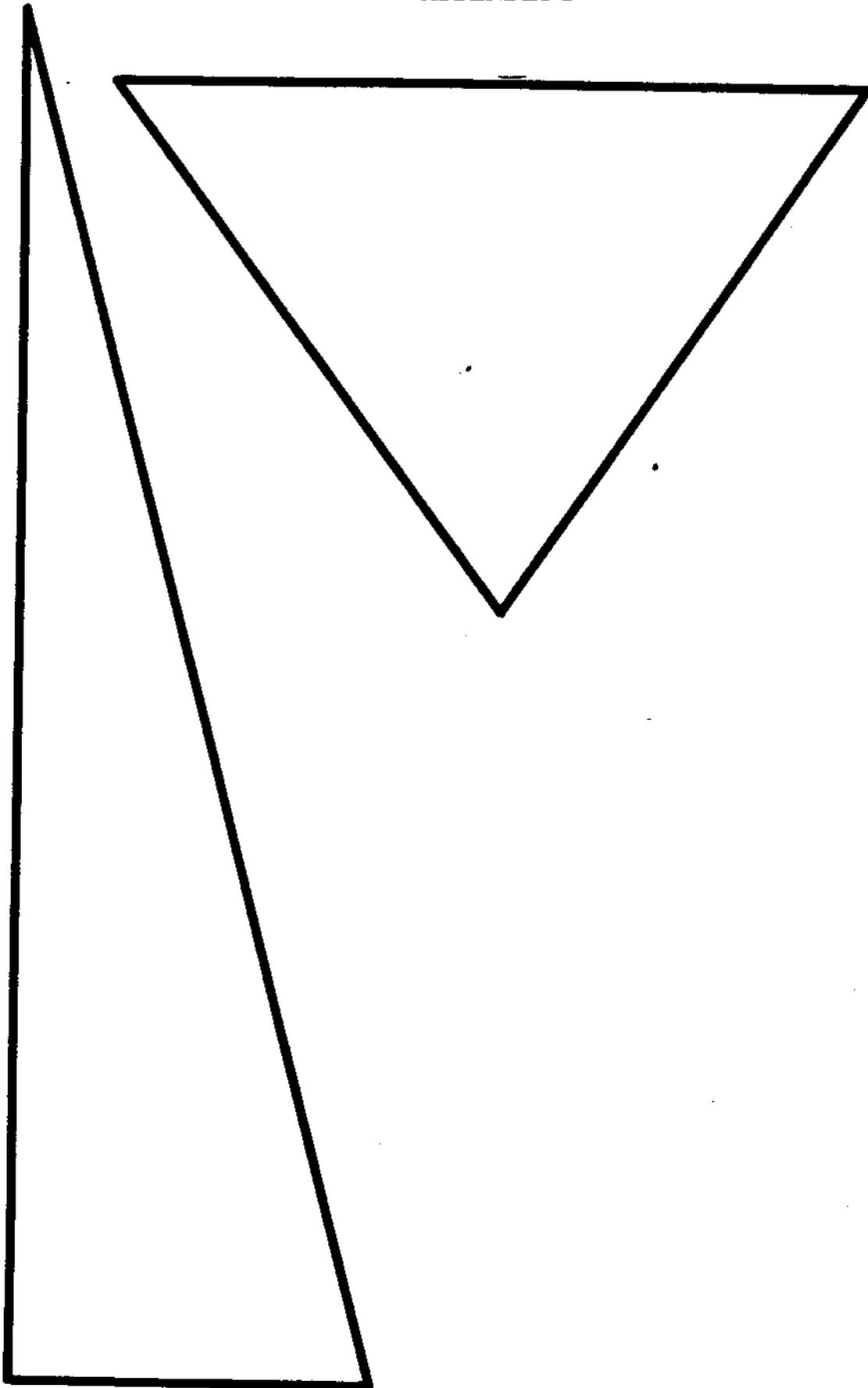
	Estimate in yards	Actual in yards	Estimate in meters	Actual in meters
Length A				
Length B				

## "APPENDIX F"

### Video Viewing Guide

1. Who wrote the "Star Spangled Banner?"
2. Why did the Americans want to go to war?
3. Britain and \_\_\_\_\_ were also at war with each other.
4. What do you think it means to be neutral?
5. Americans sailors were "impressed" into service for France and England. What do you think that means?
6. Major General Samuel \_\_\_\_\_ was the commander of all the American forces.
7. Mary Young \_\_\_\_\_ made the flags that flew over Fort McHenry.
8. Define military colors:
9. Fort McHenry is located in \_\_\_\_\_, Maryland.
10. The garrison flag was supposed to be \_\_\_\_\_ feet hoist and \_\_\_\_\_ feet fly.
11. The strips were \_\_\_\_\_ feet wide and the stars were \_\_\_\_\_ feet tip to tip
12. How much English wool bunting did they order?
13. How big was the storm flag?
14. How long did it take to make the flag?

**APPENDIX G**



## "APPENDIX H"

### Lesson Six Vocabulary:

**acute angle:** an angle less than 90 degrees

**isosceles triangle:** a triangle with two equal sides

**angle:** the figure formed by two lines extending from the same point

**obtuse angle:** an angle that is greater than 90 degrees

**right angle:** triangles that have a 90 degree angle

**pentagon:** a five sided polygon

### Lesson Seven Vocabulary:

**canton:** the quarters of a flag, especially the top quarter of the hoist

**coat of arms:** the armorial and/or other heraldic badges of an owner displayed on a cloak or shield

**ensign:** a special flag based on a country's national flag and used exclusively on naval ships or merchant ships

**field:** the ground of each division of a flag

**fly:** the edge of a flag farthest from the staff

**hoist:** (n.) the edge of a flag nearest the staff; (vb.) to raise a flag

**mullet:** a five-pointed star, representative of a knight's spur

### Lesson Eight Vocabulary:

**anthem:** a song of praise or gladness

**creed:** a set of fundamental beliefs

**allegiance:** devotion or loyalty to a person, group or cause

**respect:** an act of giving particular consideration

**pledge:** to promise

**APPENDIX I**

