

Spreading the News

Parent Guide

Read the “Directions” sheet for step-by-step instructions.

SUMMARY

In this activity, children will play the role of newspaper reporters in order to research, write, and publish an article about the history of the Star-Spangled Banner.

WHY

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.

TIME

- 90 minutes

CHALLENGE WORDS

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

YOU NEED

- Directions sheets (*attached*)
- Step Back in Time sheet (*attached*)
- Your Web Quest Sources sheets (*attached*)
- Computer with Internet and printer
- Art materials (colored pencils, markers, collage paper, or crayons)

GET READY

Read the book *The Flag Maker* together 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. For tips on reading this book together, check out the Guided Reading Activity (http://americanhistory.si.edu/ourstory/pdf/starspangled/reading_the_flag_maker.pdf).

RECOMMENDED AGE GROUP

This activity will work best with children in third through fifth grade.

More information at <http://americanhistory.si.edu/ourstory/activities/starspangled/>



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For adults and kids to follow together.

1. Prepare 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.

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.

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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.

Tip Begin research with the National Museum of American History's Web site (listed first on the "Your Web Quest Sources" sheet) to build a basic understanding of the topic, including important people, places, and things.

After reviewing the first Web site, talk about what parts of the story are most interesting. Select your next Web site based on what you are most curious about.

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

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!

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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.

Tip Printing the newspaper at the end may seem like a small thing, but it will make it easier to add artwork and share what you've learned.

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Your Web Quest Sources, page 1 of 2

An overview of the story of the Star-Spangled Banner

<http://americanhistory.si.edu/starspangledbanner/default.aspx>

Use this Web site to answer questions like:

- 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

<http://www.socialstudiesforkids.com/subjects/warof1812.htm>

<http://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

<http://staging.americanflagfoundation.org/wp-content/uploads/2011/02/Mary-Pickersgill.pdf>

<http://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?

More information at <http://americanhistory.si.edu/ourstory/activities/starspangled/>



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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://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?



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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!



Spreading the News

Step Back in Time

For more information, visit the National Museum of American History Web site <http://americanhistory.si.edu/ourstory/activities/starspangled/>.

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!



Illustration of the Battle of Fort McHenry, from *The Flag Maker*



The Star-Spangled Banner was created in 1813.

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.

*Have you ever read a newspaper?
Who writes newspaper articles?*

*You can spread the news about the
Star-Spangled **Banner**!*



Spreading the News

Rubric

Research Criteria

CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
ask and answer questions (5 <i>Ws and H</i>)	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

CATEGORY	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
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 (<i>headline, byline, article, and image caption</i>)	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



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Read the “Directions” sheet for step-by-step instructions.

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 a specific size, color, and design, used as a symbol, standard, signal, or emblem

More information at <http://americanhistory.si.edu/ourstory/activities/starspangled/>



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MATERIALS

- Directions sheets (*attached*)
- Step Back in Time sheet (*attached*)
- Your Web Quest Sources sheets (*attached*)
- Computer with Internet and printer
- Art materials (colored pencils, markers, collage paper, or crayons)

PREPARATION

Read the book *The Flag Maker* together 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. For tips on reading this book together, check out the Guided Reading Activity (http://americanhistory.si.edu/ourstory/pdf/starspangled/Reading_The_Flag_Maker.pdf).

LOCATION

- Classroom or computer lab

STUDENT PERFORMANCE CRITERIA (SEE ALSO ATTACHED RUBRIC)

- Asks and answers 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

- 2H. 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.

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- 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 Historical 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.

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 Education Technology Standards for Students (NETS.S)

- 1B. Create original works as a means of personal or group expression.
- 2B. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- 3A. Plan strategies to guide inquiry.

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- 3B. Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.
- 3C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- 4A. Identify and define authentic problems and significant questions for investigation.
- 6B. Select and use applications effectively and productively.

21st-Century Skills

Learning and Innovation Skills

- Creativity and Innovation
- Communication and Collaboration

Information, Media, and Technology Skills

- ICT (Information, Communications, and Technology) Literacy