

Oh Say, What a Big Flag!

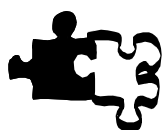
Fort McHenry National Monument and Historic Shrine Quarter

Grades Four through Six



OBJECTIVES

Students will understand and demonstrate measurement skills. Students will analyze the national anthem.



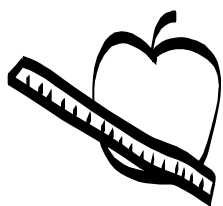
SUBJECT AREA CONNECTIONS

- Social Studies
- Math
- Music



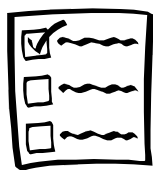
SUMMARY

1. Display and examine the “Fort McHenry National Monument and Historic Shrine Quarter” page or use the zoom feature at www.usmint.gov/mint_programs/atb/?local=FortMcHenry. Locate this site on a class map. Note its position in relation to your school’s location. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory and the District of Columbia.
2. Read and discuss a text you select on the Star Spangled Banner (the flag).
3. Display an image of the Star Spangled Banner as it appears today in the Smithsonian’s National Museum of American History. Ask the students to predict the size of the flag. Record their ideas. Distribute one “The Star Spangled Banner” worksheet to each student. Review the worksheet and its directions. Have the students label the flag on the worksheet using the dimensions of the original garrison flag (42 by 30 feet, with stars and stripes 2 feet wide).
4. Take the students to a large open space. Give each student a pre-cut length of yarn that corresponds to the dimensions of the perimeter (two at 42 feet and two at 30 feet), the canton (one at 16 feet and one at 21 feet) and the width of one star and one stripe (2 feet each). Organize the students to create the outline, canton and stripes of the flag using their lengths of yarn. Have the students consider how large this area appears. Ask the students to compare and contrast this Star Spangled Banner replica with the size of your classroom flag, the school’s flag or a typical school flag.



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5. Review the details of the battle from the text focusing on the battle conditions (smoke, noise, distance from fort, etc.). Ask the students to consider what Francis Scott Key was able to see during the battle and the next morning and why the flag played such an important role in helping him understand the outcome of the battle.
6. Return to the classroom and provide the lyrics of “The Star Spangled Banner.” Play the anthem for the students. Using a T-chart posted on the board or chart paper, show the lyrics line by line on the left side. On the right side of the chart, have students paraphrase each line to determine meaning.



ASSESSMENTS

- Take anecdotal notes about the students’ participation in class discussions and activities.
- Evaluate the students’ worksheets for understanding of the lesson objectives.



RESOURCES

- Worksheets:
 - “Fort McHenry National Monument and Historic Shrine Quarter”
 - “The Star-Spangled Banner”
 - “The Star-Spangled Banner, Key”
- An age-appropriate text about the Star-Spangled Banner, such as:
 - *The Flag Maker* by Susan Campbell Bartoletti
 - *The Story of the Star-Spangled Banner* by Ryan Jacobson, Cynthia Martin and Terry Beatty
 - *By the Dawn’s Early Light: The Story of the Star Spangled Banner* by Stephen Kroll
- Age-appropriate, relevant Web sites, such as:
 - Fort McHenry National Monument and Historic Shrine: www.nps.gov/fomc/index.htm
 - Smithsonian National Museum of American History, Star Spangled Banner flag: amhistory.si.edu/starspangledbanner/
 - American Treasures of the Library of Congress, Star Spangled Banner sheet music: www.loc.gov/exhibits/treasures/trm065.html



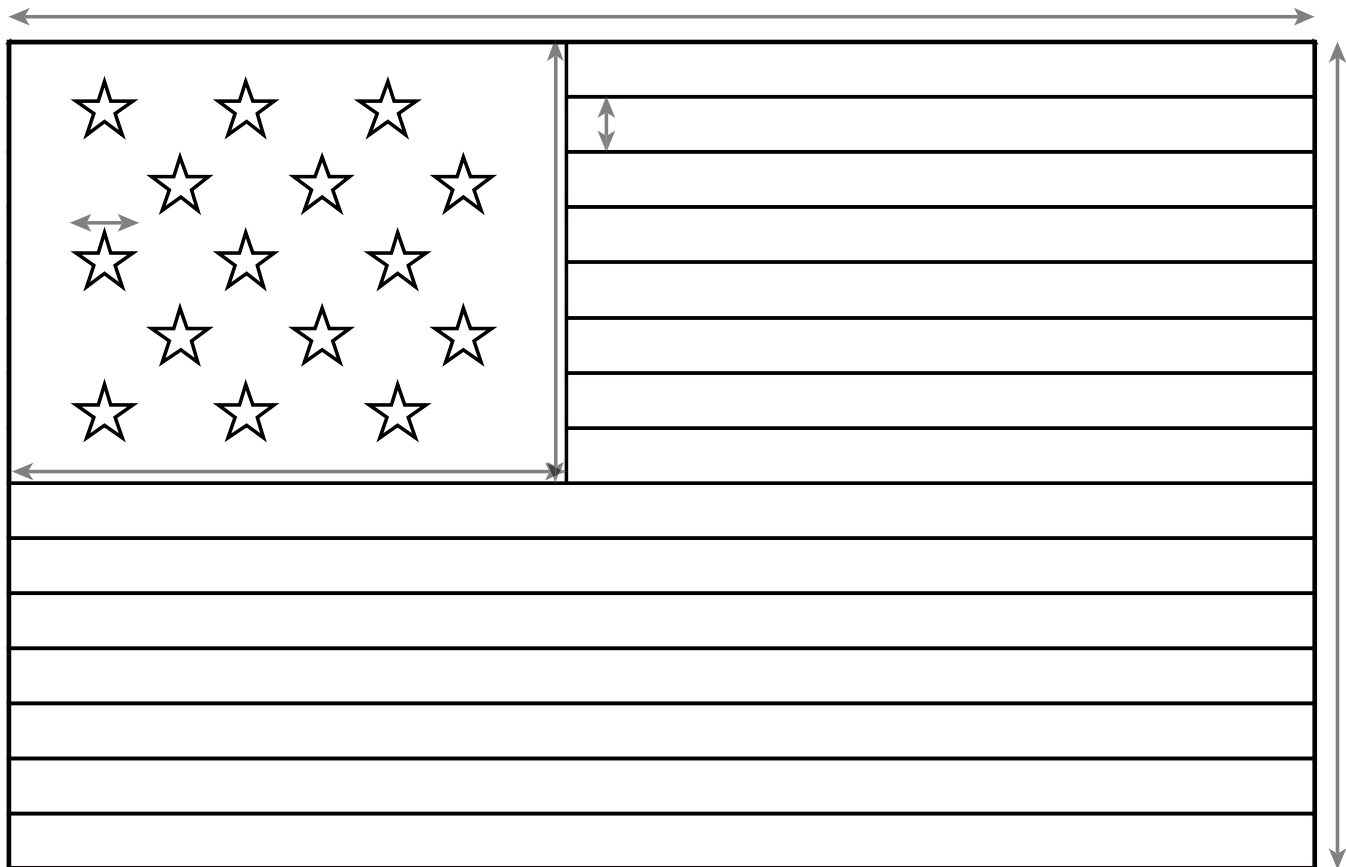
Name _____

The Star-Spangled Banner

Directions: Label the Star-Spangled Banner image near the measurement lines with these dimensions: The flag was 42 feet long by 30 feet high. The canton was 21 by 18 feet. Each stripe's and each star's width was 2 feet.

Color the flag correctly: canton (box in upper left)=blue, stars=white, top stripe=red alternating between white and red so the bottom stripe is also red.

For the questions below, find the perimeter by adding twice the length to twice the height. Find the area by multiplying the length by the height.



What is the perimeter of The Star Spangled Banner? _____

What is the area of The Star Spangled Banner? _____

How many stars are on The Star Spangled Banner? _____

How many stripes are on The Star Spangled Banner? _____

Why does the flag have that many stars and stripes? _____

Why does our flag today have only 13 stripes? _____



Name _____

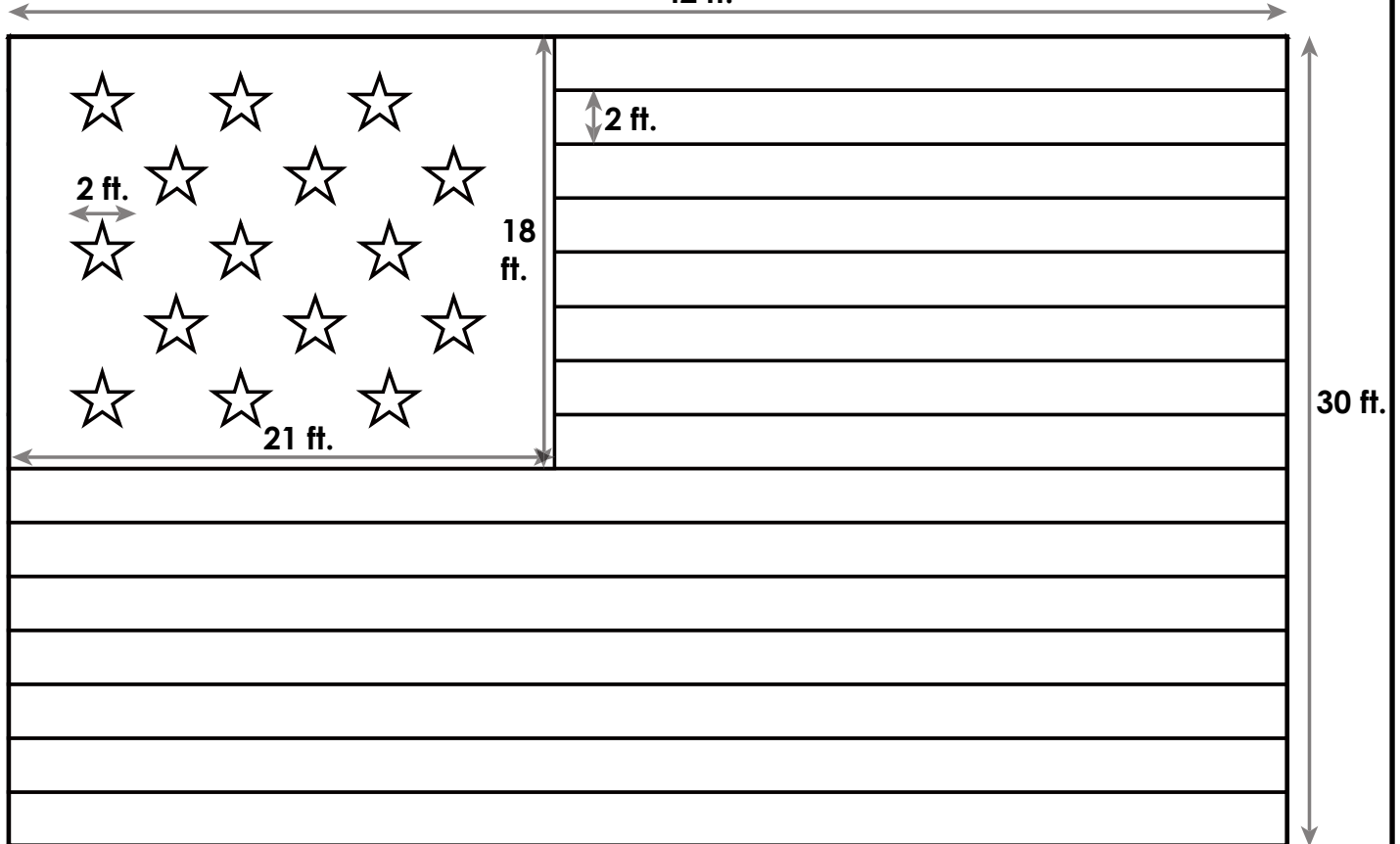
The Star-Spangled Banner Key

Directions: Label the Star-Spangled Banner image near the measurement lines with these dimensions: The flag's length was 42 feet. The height was 30 feet. Each stripe's and each star's width was 2 feet.

Color the flag correctly: canton (box in upper left)=blue, stars=white, top stripe=red alternating between white and red so the bottom stripe is also red.

For the questions below, find the perimeter by adding twice the length to twice the height. Find the area by multiplying the length by the height.

42 ft.



What is the perimeter of The Star Spangled Banner? **144 ft.**

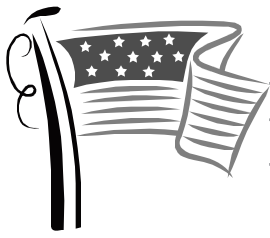
What is the area of The Star Spangled Banner? **1,260 sq. ft.**

How many stars are on The Star Spangled Banner? **15 stars**

How many stripes are on The Star Spangled Banner? **15 stripes**

Why does the flag have that many stars and stripes? **They represent the original 13 states plus Vermont and Kentucky, which were added as the 14th and 15th states.**

Why does our flag today have only 13 stripes? **In 1818, Congress set the standard as one star added for each new state and always 13 stripes representing the original 13 colonies. (This 1794 design was the only one with more than 13 stripes.)**



Ft. McHenry National Monument and Historic Shrine Quarter



The United States of America

