KEY IDEA In 1814, Francis Scott Key witnesses a fierce battle between American and British forces. The dramatic events and their victorious outcome inspire him to write a poem that later is set to music to become America’s national anthem.

LITERACY STANDARDS ADDRESSED IN THIS PLAN

RI.2.3 MAIN FOCUS Key Ideas & Details
Sessions 1, 2, 3
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Craft & Structure
Sessions 1, 3
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.6 MAIN FOCUS Craft & Structure
Sessions 2, 3
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7 MAIN FOCUS Integration of Knowledge & Ideas
Sessions 2, 3
Explain how specific images contribute to and clarify a text.

RI.2.10 Range of Reading & Level of Text Complexity
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SL.2.4 Presentation of Knowledge & Ideas
Sessions 1, 2, 3
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.2.1e Vocabulary Acquisition & Use
Additional Instruction
Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.4c Vocabulary Acquisition & Use
Sessions 1, 2
Use a known root word as a clue to the meaning of an unknown word with the same root.

L.2.4e Vocabulary Acquisition & Use
Additional Instruction
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

RF.2.3a Phonics & Word Recognition
Session 2, Additional Instruction
Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.4b Fluency
Session 2
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

W.2.2 Text Types & Purposes
Writing Task
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.8 Research to Build & Present Knowledge
Sessions 1, 2, 3
Recall information from experiences or gather information from provided sources to answer a question.
LEARNING FOCUS
RI.2.3
Students read closely to analyze the connection between historical events and explain how text evidence supports their analyses.

PREVIEWING THE TEXT
5 minutes
Read the title and author and illustrator credits with students. Invite students to read the title page and the inside front flap and to look at the front cover.

Let's look at the title page and the inside front flap. Is this book about imaginary events or events that happened in history?

What did you learn from the inside front flap?
It says Francis Scott Key wrote “The Star-Spangled Banner” during the War of 1812.

What do the front cover and title page help you understand?
Francis Scott Key is the man on the cover.

What text evidence can you point to?
The picture on the title page has the name “Key” under it. It's the same man who is on the cover.

READING THE TEXT CLOSELY
10 minutes
Explain the learning focus to students. Have them read pages 3–6. Check on their application of the focus. Provide support if needed. Then have them read to page 16.

Can someone tell us what historical events are?
important events that happened in history

You have read that the historical events in this book happened in 1814. As we read, we are going to think about how historical events are connected to other events. Let’s read the book title and pages 3–6. . . . You have read that this book is mostly about “The Star-Spangled Banner.” How is the War of 1812 connected with the song?

Francis Scott Key wrote the song during the war.

Do we know why he wrote it?
No.

What happens today because Francis Scott Key wrote “The Star-Spangled Banner”?
Americans sing it.

Show us the text evidence you found. We’ll talk about how each historical event is related to another.

If you are satisfied that students can apply the focus, set the reading assignment for the session. If you are not, prompt students to return to pages 3–6 to read and think through the connection between the events. Students may not read the entire selection during this session.

Our job as readers today is to think about the events in the story and how they are all connected. We want to pay attention to the evidence in the text that tells us how one event causes something else to happen. Now read through page 16.
DISCUSSING THE TEXT  10 minutes

Invite students to recount events from the text, so that the connections between them are clear. Ask them to identify text evidence that clarifies connections.

As you speak about the events, include details that describe what happened. Be sure we can hear each word you say. Who will explain what happened and why? Use your own words and words that describe the connections, such as because, so, and as a result.

During the War of 1812, Francis Scott Key was friends with an American doctor. The doctor was a prisoner on a British ship. Key had letters from British soldiers. The letters were thanking the doctor for taking care of them. Key wanted his friend to be free. So he went to the ship and showed the letters to the captain.

Who can add to that?

The captain said he’d let the doctor go. But he wouldn’t let either of them leave the ship until after they attacked Baltimore.

You described the events in a way that makes sense. Now, what event did all those other events lead to?

Francis Scott Key was kept on the ship during the attack.

Focus on the word national on page 4.

Let’s look closely at this the word national. Who can tell me what smaller word is in national?

nation

How does knowing the meaning of nation help you understand the word national?

I know that a nation is a country. So national must have something to do with a country.

So what kind of song is a national anthem?

It’s a song a whole country knows. It honors the country.

Confirm students’ good use of the focus and encourage them to keep it in mind whenever they read historical texts.

You really looked closely at the text to describe the connections between events. Keep the work we’ve done in mind as you read the rest of this book and other books that tell about historical events.

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focus. Observe each student’s articulation and use of text evidence to evaluate individual’s effective use of the learning focus.

COMPREHENSION: MAKE CONNECTIONS

Formative Assessment Have students use the blackline master on page 10 to determine how historical events are connected in Francis Scott Key and “The Star-Spangled Banner.” Review students’ answers as you evaluate their mastery of the learning focus.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students use the blackline master on page 11 as they read. Students will collect details from the text to answer the following: What was Francis Scott Key’s experience on the British ship like? How did it affect how he felt and thought? Review students’ collected evidence as you evaluate their mastery of the learning focus.
Session 2  Text Selection: pp. 3–16

RETURNING TO THE TEXT  5 minutes
Ask students to reflect on the text read previously. Guide them to recall how they applied the learning focus to their reading.

Who can remind us what we discussed in the last session?

We read the first part of a book about “The Star-Spangled Banner.” It told how Francis Scott Key knew a doctor who was a prisoner on a British ship. It told how Key went onto the ship. The ship was going to attack America. So Key had to stay on the ship.

You were able to explain how one event led to another.

READING THE TEXT CLOSELY  10 minutes
Explain the learning focuses. Invite students to read pages 3–6. Check in to see how well they have understood the focus. If you are satisfied that students can apply it, set the reading assignment for the session. If not, provide corrective feedback as suggested on page 2 of this lesson plan.

Our work today as readers is to think about the main purpose of the text and how the events in the text and the pictures work together to show that purpose. Reread pages 3–6 silently . . . Now let’s talk about the main purpose based on these pages. Why do you think the author begins by writing about “The Star-Spangled Banner”?

That’s the topic of the book.

What is the connection to Francis Scott Key?

He wrote the song.

Who can use these two ideas to explain the author’s main purpose?

It’s to tell the story of how “The Star-Spangled Banner” was written.

Anyone else?

and how it became our national anthem

How do the illustrations help?

The picture on page 3 shows all kinds of Americans from our time. They are singing the national anthem. The picture on page 5 shows Key. You can tell he is the most important person. Page 6 shows the flag being used in battles in 1814. The flag was important back then too.

You thought about the relationship between the events and the information in the pictures to come up with a purpose. I’d like you to continue doing that as you reread to page 16.

Formative Assessment: Phonics and Fluency  Listen to each student read a portion of the text. Observe how well they decode regularly spelled one-syllable words, such as had (page 7) and state (page 5). Pay close attention to fluency as well. If students need additional practice with decoding or fluency, provide the necessary support at the end of the session. Ask students to note words or phrases they find challenging for discussion after the reading.
DISCUSSING THE TEXT 10 minutes

Facilitate a discussion in which students describe the connections between events and explain how those events and the illustrations help to convey the main purpose of the text. Remind students to listen to others carefully as they recount events and to speak clearly when it’s their turn. Point out that understanding the ideas of others will help them think about whether they agree with descriptions and whether they have something to add.

Let’s talk about how one event leads to another, focusing on what causes something else to happen. Also talk about how the words work with the pictures to give us a clear idea of the main purpose of the text. Make sure you speak clearly and listen carefully. That way you’ll understand what others say and can jump in when you have something new to add. How are the events on these pages connected? Explain how the words and pictures help your understanding.

Dr. Beanes was a prisoner on a British ship. But he took care of British soldiers in the past. The pictures on pages 13 and 14 show the doctor taking care of the soldiers. He must have been really good to them for them to write letters about him.

Can someone add to that?

Key brought the letters to the ship captain. But the captain wouldn’t let him and the doctor leave right away. On page 15 the captain looks like he doesn’t trust them.

Who can explain what the captain might be thinking?

The captain doesn’t want Key and the doctor to warn the Americans. The picture on page 16 shows ships that are ready to attack. The British must be planning a very big battle.

You thought about the information in the pictures and used it to help you understand the connections between historical events. What does all this information tell you about the purpose of the text?

I’m learning how Francis Scott Key ended up on a British ship during a battle. That could be part of the main purpose.

Focus on the word prisoner on page 9.

The word prisoner is an important word to know when reading this text. Who can tell me the smaller word in the word prisoner?

prison

How does knowing the meaning of prison help you understand the word prisoner?

I know that a prison is a place where people are locked up. So a prisoner must be a person who is locked up.

Why is this an important word in this text?

The doctor is a prisoner, and Francis Scott Key wanted him set free.

Guide students to discuss how they described the connections between events and explained how those events and the illustrations in the text help convey the text’s main purpose. Remind them to use evidence from the text as they discuss their ideas.

Who would like to share how you figured out the connections between events?

I carefully read the text. And I looked closely at the pictures.
Can you give us an example using details from the book?

The text said that Francis Scott Key and the doctor were friends. The picture showed them being really happy to see each other. This helped me understand why Francis Scott Key would go to an enemy ship during a war.

How did this help you understand the main purpose of the story?

The text and the pictures both explain how Francis Scott Key ended up on the ship. Because the book is about “The Star-Spangled Banner,” I think that means the main purpose is to tell what happened to Francis Scott Key to make him write “The Star-Spangled Banner.”

Formative Assessment: Comprehension Using the Quick Start Planner, note this session’s learning focus. Observe each student’s articulation and use of text evidence to evaluate individuals’ effective use of the learning focus.

Phonics Practice

Write at and ate on a whiteboard or on chart paper. Underline the a of at, and the a and e of ate. Guide students to use the Sound and Say routine to read these words.

Let’s practice reading regularly spelled one-syllable words using our Sound and Say strategy. We’ll try it together (point to underlined letters of the word). Sound it (students say the underlined sound). Now say the word. (Repeat for the next word). Let’s go back to page 3 to look for one of these words in our book.

Fluency Practice

Have pairs take turns reading a portion of text aloud. Ask the more fluent child to read first to provide a model for the less fluent child.

Constructed Response: Collect Text Evidence

Provide for students to continue to use the blackline master on page 11 for collecting evidence as they read. Students will continue to collect details from the text to answer the following: What was Francis Scott Key’s experience on the British ship like? How did it affect how he felt and thought? Point out that the details they include can come from the illustrations as well as the main text. Review students’ collected evidence as you evaluate their mastery of the learning focus.

Close Reading Options

Print the online blackline master for independent close reading. Ask students to read a portion of the Session 3 text selection independently, as indicated on the blackline master. Then have them respond to the prompts (summarize author’s message, identify critical vocabulary, respond to constructed response questions) before returning for Session 3’s small-group discussion. Alternatively, you can use the completed blackline master for summative assessment.
**Key Idea: Text Selection** The author explains that Francis Scott Key anxiously watches the raging battle at Fort McHenry. His joy at the Americans’ victory is expressed in a poem that is set to music and becomes “The Star-Spangled Banner.”

**RETURNING TO THE TEXT** 5 minutes

Explain that students will now read the second part of the book as they continue to think about how events are connected and how the words and illustrations help them understand the purpose of the text.

So far we’ve read about the events that led to Francis Scott Key not being allowed to go back to land while the British attacked America. As we read the rest of the story, we will use the words and the pictures to help us understand how events are connected, and we’ll think about how they show us what the author wants us to know.

**READING THE TEXT CLOSELY** 10 minutes

State the learning focuses and invite students to read pages 17–25. Check to see how they are doing with application of the focuses. Then have students read pages 26–31, paying specific attention to connecting events described and illustrated in the book.

- As you read pages 17–25, think about how history happens, as one historical event leads to another. Let’s talk about how words and pictures work together to show what the author is trying to tell us.
  
  *On page 21, it says rockets lit up the sky. The picture shows that Key could see the flag flying at the fort.*

- Can someone connect two historical events?
  
  *Pages 23 and 24 show that in the morning the American flag is still there. On page 25 it says Key is so happy he writes “The Star-Spangled Banner.”*

- Keep thinking this way as you read pages 26–31.

**DISCUSSING THE TEXT** 10 minutes

Facilitate a discussion that links the three learning focuses. Remind students to think about how words and pictures work together to help them describe relationships between events and to understand the purpose of the text.

- Let’s think about what the author wants us to know as we near the end of the book. Who can talk about their understanding of the words, pictures, and the purpose of the text?
  
  *Francis Scott Key was on a ship. So he was able to watch a big battle and see that the American flag was still flying in the morning. The words tell me this happened. And the pictures show me that he was happy. I think the purpose of the book is to explain the events that led to Key writing our national anthem.*

- Who else will share their ideas?
Support students as they discuss how using evidence from the text and illustrations helped them make connections between historical events and understand the author’s main purpose.

Key was friends with Beanes, so he wanted to help him. Soldiers wrote letters about Beanes, and Key took these on the ship. There he saw the battle for Fort McHenry. That inspired him to write the song. Pictures show it printed and being handed out. Soon everyone was singing it. Congress made it our national anthem. I connected these events to help me understand how our country got its national anthem.

**TEACHER’S CHOICE**

**CONSTRUCTED RESPONSE: WRITE TO SOURCE**

**E-RESOURCE** Formative/Summative Assessment Have students continue to use the blackline master on page 11 as they finish reading. Then ask them to write a response on a separate sheet of paper that answers the following: What was Francis Scott Key’s experience on the British ship like? How did it affect how he felt and thought? Be sure they cite page references. Now have students write a response to these questions on a separate sheet of paper.

**Writing Task: Informative**

**E-RESOURCE** Summative Assessment Review with students that informative texts should introduce a topic, use facts and definitions to develop points, and have a conclusion. Invite students to imagine they are Francis Scott Key and have them write a memo informing their supervisor what happened during the battle. Remind them to use factual details from the text as well as information provided in the illustrations to help them write their memos. Students will work independently to write their memos. Guide them to use the organizer on page 12 to help them write their memo drafts. Encourage students to publish and share their memos with the class.

You have been thinking a lot about the historical events that led to Francis Scott Key writing “The Star-Spangled Banner.” You have also thought about the pictures and how both the pictures and the words in the story helped you understand what Francis Scott Key saw, heard, thought, and felt. Before you write your own memo, share your ideas with a partner. Remember to include text evidence to support your writing. When you are finished, display your memo on the class bulletin board.

**TEACHER TIP**

The teacher’s role is to promote opportunities for students to be active risk-takers. By encouraging students to make connections between what they read in a text and what they have learned in the world, you help them become active learners. Support and praise students for their efforts.
WORD STUDY

Adjectives and Adverbs
Focus on the words *proudly* and *gallantly* on page 29.

Let’s turn to page 29. “The Star-Spangled Banner” has several adverbs in it. Adverbs are words that describe a verb. They tell when, how, or why something was done. Look at the word *proudly*. This word describes the way Francis Scott Key and Dr. Beanes hailed, or cheered, the flag: They hailed the flag proudly. Now let’s read the phrase “. . . were so gallantly streaming.” What is the adverb in this phrase?

*gallantly*

What do you notice about the two adverbs we found?

*They both end in -ly.*

That’s right. Many adverbs end in -ly.

Write the words *proud* and *gallant* on a whiteboard or on chart paper. Point to *proud*.

Now let’s look at the word *proud*. It’s an adjective, a word that describes a noun. We can say that the proud men hailed the flag. *Proud* describes the men. What’s one way we can use the adjective *gallant*?

*The gallant flag streamed over the fort.*

Who would like to tell us something you notice about the two adjectives?

*They don’t end in -ly.*

VOCABULARY

Homophones
Help students develop vocabulary by discussing homophones.

Who can tell us what homophones are?

two words that sound the same, but are spelled differently and have different meanings

What homophone is on page 24?

won, a homophone for one

How can you remember which is which? Who has thoughts on this?

*Won is like “I won the race.” I can remember it starts with w because it’s part of the verb win. I can use a dictionary to check the meaning. The word one is like “I want one apple.” I know it’s used when you mean a number.*

Let’s come up some with others.

sun/son; made/maid; right/write

PHONICS

Use the Sound and Say routine for more practice with regularly spelled one-syllable words. Guide students to identify the letters and sounds that differ in a list of words drawn from the text or that you have created in advance. Depending on the ability of your group, you can work with word pairs (can, cane) or a word bank containing several pairs of word for students to locate.

Let’s practice finding some letter sounds that change one word into another word. Here is the word can. We read this word in the book we just finished. Let’s say each sound in can. (Say the sounds.) Now, here is a word that looks almost like can. (Point to the word cane.) What letter is different? (Students name e.) Let’s say the sounds together. What is the word? (cane). Which sound was different from can? (e).
Comprehension: Make Connections

Think about the historical events in *Francis Scott Key and “The Star-Spangled Banner.”* How are they connected to each other? Use this organizer to describe how two events that are mentioned in the text are connected.

The historical event ______________ is connected to the historical event ______________ because ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

Score: _______
Collecting Text Evidence

What was Francis Scott Key’s experience on the British ship like? How did it affect how he felt and thought?

Use this chart to collect evidence you can use to answer these questions. You can use the illustrations as well as the text to support your answers. Be sure to include page references.

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Score: ________
Writing Task: Informative First Draft

Imagine you are Francis Scott Key. It is 1814, a few days after you saw the battle from the ship. Write a memo to your supervisor telling what happened during the battle. State what you saw and heard and what you thought and felt. Tell what you did as a result of seeing the battle. Use the text evidence you have already collected to help you write your memo.

REMEMBER: A well-written informative text should:

- introduce the topic clearly.
- develop points using facts and definitions.
- provide a conclusion.