

## General Information

### Lesson Parts & Duration

Total Duration: 1 hour

- Poetry; Close Reading: Key Details, Vocabulary, Main Idea, Summary

### Subject(s)

- ELA; Informational Text: Historical Poetry: Star Spangled Banner
- Key Details, Vocabulary, Context Clues, Summary (RL.4.1, 4.2, & 4.4) (RL.5.1, 5.2, & 5.4)

### Objective

- Students will synthesize a poem to discover key details, analyze word/phrase meanings and find main idea.
- Students will write a 3 to 5 sentence summary of the poem capturing the main idea.

### Materials

- Required:** copies of poem, “Star Spangled Banner” (page 6) (1 copy per student)
- pencil
- document camera or whiteboard
- Optional:** printable Exit Slip (page 7)
- Optional:** printable “Break Up Your Day” brain/movement break ideas (page 9)

### Protocols (page 8)

- Used throughout lesson - be familiar with each protocol.
- Place Protocols under a document camera (if available) as necessary throughout the lesson.

#### Throughout this lesson, you will find:

- ☀ **Scripted Text** indicates things that need to be said directly. Bullets starting with a “T” followed by *italicized* type indicate scripted text
- ☀ **Clarifiers** within scripted text are in orange
- ☀ **Teacher Directions** indicate things you should be doing
- ☀ **Side notes** provide helpful hints, ELL strategies, differentiation and information
- ☀ **Break Up Your Day** (Brain/Movement Breaks) are in green boxes (at the end)

#### Remember!

Quality over quantity. All components do not have to be accomplished; lessons may be ended at any time and resumed later.

## Instructional Plan: 60 minutes

Distribute poem to students, students write name in top right corner.

### Introduction

- T* Once you have your poem, please write your name in the top right corner.  
*T* A historical poem is based on real events from history.  
*T* The author uses figurative language to inform and give insights into a specific event.  
*T* Today we are going to analyze a historical poem, notate key details, and summarize through illustrations.  
*T* Now you are going to read the poem independently.  
*T* As you read you need to look for and circle one unfamiliar word in each stanza.  
*T* A stanza is what we call a verse in a poem.  
*T* Also, while you are reading you need to underline the important details in the poem.  
**Discourage students from underlining every word/line.**

#### ELL:

Pair struggling students with a partner to read the poem.

Give time to complete this task. Monitor students and provide assistance as needed.

- T* Now with a buddy I want you to reread the poem.  
*T* You should take turns by alternating lines.  
*T* In the margin, you will write any questions you may have. Example: Why did they have to watch “o’er the ramparts”? **Point out where the margin is on the page.**  
*T* You may also have things that you are wondering.  
*T* For example: Does “dread silence reposes” mean it was deadly quiet?  
*T* In the margin, you will also be writing these types of wonderings.

Give time to complete this task. Monitor students and provide assistance as needed.

- T* At this point you should have written both your questions and wonderings in the margin.  
*T* Please title the backside of your paper “Notes”.  
*T* Now with a buddy discuss what you believe is the “gist” or the main meaning of this poem.

Give time to complete this task. Monitor students and provide assistance as needed.

- T* Write 2 to 3 sentences explaining the “gist” or the main meaning of the poem in your Notes. **Possible answer: I believe the poem is about watching a flag during a battle. The battle was fought through the night. The flag was seen every time a bomb burst. In the morning people could still see the flag waving in the air.**

Give time to complete this task. Monitor students and provide assistance as needed.

You will be repeating **Back to Back and Face to Face** followed by **On your feet/ Get ready to meet/ Go and Greet** protocol for each series of partner discussion questions. Review for students found below. **I would suggest modeling each step as you review it so they are clear on what they are supposed to do.**



#### Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response



#### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

- T* Now we are going to have some partner discussions.  
*T* You will need to bring your poem and pencil with you each time you meet with a new partner.

- T* We will find our partner by putting a hand up in the air and finding another student that has their hand up.
- T* You will then ask that person, “Would you like to be my partner?”
- T* If their hand is also up, they will respond with “yes”.
- T* You are not allowed to say no so that you can pick someone different.
- T* Once you have found your buddy put your hands down and stand back to back.
- T* This means you should not see their face.
- T* Once you are back to back I will ask you some questions to think about.
- T* After thinking of your answers turn face to face and discuss.
- T* So, when I say, “On your feet/ Get ready to meet/ Go and Greet” you will put your hand up and find your partner.
- T* Then, I will say Back to Back and Face to Face.
- T* You will stand back to back and listen to and think about the questions.
- T* Last, you will turn around and discuss.
- T* Let’s try this now!

**Note:**

Throughout the lesson place Questions/Sentence Frames/Protocols on the document camera if available or recreate on a visual display (dry erase board or poster paper).

Back to Back and Face to Face

Partner Discussion:

- What word did you not understand in stanza #1?
- I’m confused about the word \_\_\_\_\_.
- Reread the sentence/paragraph containing the confusing word with your partner and see if together you can figure out the meaning of the word using the surrounding words/sentences (context clues).

Give time to complete this task. Monitor students and provide assistance as needed.

On your feet/ Get ready to meet/ Go and Greet  
then...

Back to Back and Face to Face

Partner Discussion:

- What important details did you underline that support the main idea (gist) of the poem?
- The detail I underlined is “\_\_\_\_\_”  
because\_\_\_\_\_.

Give time to complete this task. Monitor students and provide assistance as needed.

On your feet/ Get ready to meet/ Go and Greet  
then...

Back to Back and Face to Face

### New Partner Discussion:

- What details did you underline that support what you believe the story is about?
- The detail I underlined is “\_\_\_\_\_” because\_\_\_\_\_.

Students utilize previous conversation to revise and improve their answer.

Give time to complete this task. Monitor students and provide assistance as needed.

Students participate in a third round of Partner Discussion...

On your feet/ Get ready to meet/ Go and Greet

then...

Back to Back and Face to Face

### Third Partner Discussion:

- What details did you underline that support what you believe the story is about?
- The detail I underlined is “\_\_\_\_\_” because\_\_\_\_\_.

Students consider previous conversation to revise and improve their answer.

Give time to complete this task. Monitor students and provide assistance as needed.

*T* Please return to your own seat.

### **Exit Slip**

You may use the exit slip at the end of this lesson as a quick assessment of student understanding. Either print them out (page 7), or simply have students copy the problems on a half sheet of paper.

*T* Last, on **Exit Slip or back of this paper**, I would like you to write a 3 to 5 sentence summary regarding the “gist” of the poem.

*T* You may use your Partner Discussions to help you complete your summary.

Name: ANSWER KEY Date: \_\_\_\_\_

**Exit Slip: Segment 1**

Summary

Write a 3 to 5 sentence summary regarding the “gist” of the poem.

The poem describes a battle that takes place throughout a night. A United States flag can be seen every time a bomb explodes. The author wants to know if people can still see the flag in a country where people are brave.



**Make sure to “Break Up Your Day!”**



Now is a great time to take a break and get students re-energized.  
See our list of engaging movement and brain break ideas to get your students moving and ready to refocus! (see page 9)

**Text #1:**

**"Star Spangled Banner" by Francis Scott Key**

Stanza #1

O say, can you see, by the dawn's early light, (1)  
What so proudly we hailed at the twilight's last gleaming? (2)  
Whose broad stripes and bright stars, through the perilous fight, (3)  
O'er the ramparts we watched, were so gallantly streaming! (4)  
And the rocket's red glare, the bombs bursting in air, (5)  
Gave proof through the night that our flag was still there: (6)  
O say, does that star-spangled banner yet wave (7)  
O'er the land of the free and the home of the brave? (8)

Stanza #2

On the shore, dimly seen through the mists of the deep, (9)  
Where the foe's haughty host in dread silence reposes, (10)  
What is that which the breeze, o'er the towering steep, (11)  
As it fitfully blows, half conceals, half discloses? (12)  
Now it catches the gleam of the mornings' first beam, (13)  
In full glory reflected now shines on the stream: (14)  
'Tis the star-spangled banner! O long may it wave (15)  
O'er the land of the free and the home of the brave! (16)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip:**  
Summary

Write a 3 to 5 sentence summary regarding the “gist” of the poem.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Exit Slip:**  
Summary

Write a 3 to 5 sentence summary regarding the “gist” of the poem.

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## Protocols:

### Ask, Answer, and Justify

- Put students in pairs: have them assign themselves a number 1 or 2
- Roles for number assignments:
  - 1's will ask the question first and 2's will respond
  - Then 2's will ask the question and 1's will respond
  - The next time 2's ask the question first

### On your feet/ Get ready to meet/ Go and Greet (should take less than one minute)

- Students stand up and put their hand up in the air
- Students find another student that has their hand up to have a “new” partner (and get them moving around)
- Once they are with their new partner, they put their hands down and face the teacher

### Give one & Get one

- Students share information in Ask & Justify
- Each student in the pair writes down the information shared by their partner
- If the information is already written, a check is put by the information

### Back to Back and Face to Face

- When in pairs, direct students to stand back to back
- Ask the students to consider the question
- Give students at least a minute to consider their response
- Have them turn face to face
- Follow the protocol for Ask and Justify

### Share out and check for understanding

- Follow the protocol for Ask and Justify
- Ask students to share their response to the question
- Verify that response or conclusion is correct
- If needed, provide clarification

(Used throughout lesson - be familiar with each protocol.)

Note: Place Protocols under a document camera (if available) as necessary throughout the lessons.



## Make sure to “Break Up Your Day!”

These can be used in the middle of a lesson or at the end of your lesson.

Here are a few engaging movement and brain break ideas to get your students moving and ready to refocus!



### Break Up Your Day: Chain of Events!



- Teacher states: “I will start a story.
- You and your shoulder buddy must continue the story using only cause and effects.
- For example, if I said, “One day you were late to school...
- The effect could be you missed breakfast at school.
- The missed breakfast is now the cause and the effect of that is you couldn’t concentrate during math.
- Lack of concentration is now the cause and the effect is you failed your math quiz.
- I had only four cause→effects: 1) late, 2) missed breakfast, 3) couldn’t concentrate, 4) failed quiz.
- Keep going until you run out of time.
- I will give you one minute to see how many cause and effects you and your buddy can find for your Chain of Events!
- Your chain starts with, “One day I couldn’t find my shoes...”
- 



### Break Up Your Day: Thumbs Up!



- Student is called on (use name cards or equity cards if available) to state a quality they see in themselves (kindness, honesty, hard work, humor).
- Other students signify whether they see that quality in themselves.
- Tally their responses.
- The quality with the most votes or Thumbs Up is the theme for the classroom!



### Break Up Your Day: Be a Scientist!



- A scientist separates fact from fiction or fact from opinion.
- Listen to these 3 statements: #1 Today is a school day. #2 It is a good day to be a scientist. #3 We live on the planet Earth.
- Students show teacher which statement is an opinion (answer: #2).
- Now, turn to your buddy and create 3 facts or opinions. See if your buddy can be a scientist!
- Monitor student statements.
- Round 2 of “Be a Scientist” can include facts or opinions from the texts.