

O Say Can You Sequence?

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CCLS Standards

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

NYS Social Studies Standards:

3A1, 4B1 Explain how events are related to one another.

3B4, 4B4 Distinguish between long-term and immediate causes and effects of an event from an event in history

Learning Objectives:

- Students will learn how the flag that inspired The Star Spangled Banner was created
- Students will learn to sequence the events that led to the creation of the flag.

Materials:

- The Greatest Flag that Ever Flew, Rebecca C. Jones
- Graphic Novel Template
- Google maps
- Colored Pencils/Markers

Description:

In this lesson, students will learn to sequence events while learning about a key event in American history. The Greatest Flag That Ever Flew shows the creation of “The Star Spangled Banner” through the eyes of Caroline Pickersgill, daughter of flagmaker Mary Pickersgill. Students will demonstrate their understanding through the creation of a graphic novel. In addition, students will give voice to Grace Wisher, a young apprentice who helped sew the flag, and who has been largely lost to history.

Day One:

When we sequence, we put things in order. Each day, we sequence: we get ready for school in a certain sequence, and eat breakfast, lunch and dinner in sequence. We even sequence the days of our week, Sunday through Saturday.

Good readers and writers sequence events in a story or text. Sequencing helps us to remember the important events in a text, and understand what the main idea of the story is.

Pre-reading:

- 1) Teacher will ask students to look at the cover of the book. What do they think the book might be about? Why do they think that?
- 2) Teacher will explain that at one time, flags were sewn together by people, not machines. Flags took a lot of time and effort to make.

During Reading:

Teacher may wish to sequence events during reading on chart paper or smart board. As an alternative, students may use individual sequencing organizers.

Post-reading

- 1) Teacher will use google maps to show the distance between Caroline's house (844 East Pratt Street, Baltimore MD 21202) and Fort McHenry.

Activity:

Students will receive one of two graphic organizers (attached). Option one allows students to complete the graphic organizer independently. Option two provides sentence starters for those students who may need additional support. A sample response sheet is included, but teacher should use their professional judgment when reviewing answers.

Day Two:

Teacher will review key scenes from The Greatest Flag That Ever Flew. Teacher will show students pages 10-12 from the story. Teacher will ask students to identify the characters on those pages. Teacher will explain to students that one character, Grace Wisher, was left out of the story. Teacher will review the following information with students:

Grace Wisher

Grace Wisher is not famous. She was a slave who was apprenticed to Mary Pickersgill. An apprentice is someone who works to learn a skill, or job. As an apprentice, Grace helped Mary Pickersgill sew the flag that became The Star Spangled Banner. Very little is known about Grace. Historians do not know Grace's exact age. She may have been ten years old when she sewed the flag. No one knows when she was born or when she died. (information from baltimoresun.com)

Teacher will ask students "Why do you think Grace was not included in the story? How do you think Grace felt about sewing the flag?"

Activity:

Grace Wisher was not included in The Greatest Flag That Ever Flew. Today, students will add her to the story. Using the attached sheet, students will illustrate Grace Wisher helping to sew the flag. They will use the lines provided to create several lines of dialogue for Grace.

Additional Resources:

Teacher may wish to use the following websites for more information:

Flag House: www.flaghouse.org

Fort McHenry: www.nps.gov/fomc

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