

Baltimore Virtual Field Trip Lesson Plan

GRADE LEVELS: All

APPROXIMATE LENGTH OF TIME

2-3 hours, depending on how many supplemental materials you choose to incorporate.

GOAL

To virtually explore Baltimore's War of 1812 history through video, primary and secondary sources and classroom discussion.

OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
 - a. Students will be able to identify important locations and historic events in Baltimore.
2. Comprehension / Application / Analysis
 - a. Read primary source documents.
 - b. Summarize findings by writing an original creative piece.
3. Evaluation
 - a. Evaluate and discuss some of the key locations and historic moments in and around Baltimore, Maryland.

INSTRUCTIONS

Before class, look through the supplemental videos, articles and lesson plans to decide which you want to utilize alongside the Virtual Field Trip. Show students the Virtual Field Trip Video and have them answer the multiple-choice question worksheet (while watching or after the video). Utilize the discussion questions after watching the video.

DISCUSSION QUESTIONS

- Have you ever visited this city or any of its historic sites?
- Which site would you like to visit and why?
- What role did this city have during the War of 1812?
- What was your favorite site the video visited and why?
- Is there a site or subject from the video you'd like to know more about?
- Was there something you didn't understand about the video? What was that?

ACTIVITIES

1. Watch some or all the [Star-Spangled Banner Virtual Field Trip](#) video. (Some classes might like to fill out the Video Question Quiz Worksheet while watching the video.)
2. Conduct a group discussion utilizing the discussion questions.
3. Have the students complete the [Video Question Quiz Worksheet](#).
 - a. If the entire Virtual Tour video was watched, have the students complete all of it.
 - b. If only some of the Virtual Tour video was viewed, the students can complete the relevant sections.
4. Have the students complete the following exercise utilizing primary and secondary sources to influence a creative piece.
 - a. Have the students read a couple of the following:
 - i. [War of 1812 Equipment](#)
 - ii. [Newspaper Article on Fort McHenry Bombardment](#)
 - iii. [Fort McHenry Battle](#)
 - iv. [Fort McHenry Battle Commander Report](#)
 - v. [Private's Account of the Battle of Fort McHenry](#)
 - b. Have the students write a diary entry from the perspective of someone stationed at Fort McHenry based on what they saw in the Virtual Field Trip video and read above. They could be a regular soldier, a musician or an officer.
5. Complete an optional exercise.

STANDARDS

Please visit the [Lesson Plan Page](#) and select the “Common Core and NCSS Standards for Social Studies” to view the details.

RESOURCES

Visit the [Lesson Plan Page](#) to find all resources in one convenient place. You'll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, maps, and biographies.

Quick Links

- [Star-Spangled Banner Virtual Field Trip](#)
- [Video Question Quiz Worksheet](#)

OPTIONAL EXERCISES / HOMEWORK / ASSESSMENT / ADDITIONAL ACTIVITIES:

OPTION #1: Break students into small groups and assign one or two chapters of the video for each group to watch. Have the groups only watch their assigned sections. After viewing, have the small groups present what they learned to the class.

OPTION #2: Have students research one aspect of the video that piqued their interest. They can prepare a 500-word paper or present their findings to the class in the form of an in-person or video presentation.

OPTION #3: Individually, in groups, or as a classroom read [The Star-Spangled Banner](#), and have the students make a list of words they don't know or they question the use of the word in the poem. As a group, discuss the words and find 19th century definitions. Discuss if certain words have taken on new meanings or if they were perhaps a unique choice even in 1814. One of the popular songs from the War of 1812, are there national and patriotic themes that would have resonated with Americans after their war victory?

OPTION #4: In the Virtual Field Trip, the speakers discuss Fort McHenry being a star-shaped (pentagonal) fort. Have students research a fortification from the Revolutionary War, the War of 1812, or the Civil War and identify the chosen fort's strengths and weaknesses. Have them explore how the fort's shape and building material impacts the soldiers (attacking or defending):

1. French and Indian War
 - a. [Defending the Continent: Fortifications of the French and Indian War](#)
2. Revolutionary War
 - a. [Forts and Fortifications of the Revolutionary War](#)
 - b. [History of Fort Moultrie](#)
3. War of 1812
 - a. [Fort McHenry Battle Facts and Summary](#)
4. Civil War
 - a. ["Something New in the Art of War": Civil War Earthworks and Trenches](#)
 - b. [The History of Fort Sumter](#)
 - c. [The Defenses of Fort Wagner](#)
 - d. [The Civil War in Hampton Roads: Fort Wool](#)

OPTION #5: Have students read about the enslaved people at Hampton National Historic Site. Individually, in groups, or as a classroom, have students identify the roles and vital work that enslaved people did at Hampton. What are some ways to meaningfully remember or memorialize their building, creating or work?

1. [Chattel Slavery at Hampton - Hampton National Historic Site \(U.S. National Park Service\)](#)
2. [Working Conditions - Hampton National Historic Site \(U.S. National Park Service\)](#)
3. [Forms of Control - Hampton National Historic Site \(U.S. National Park Service\)](#)
4. [Harriet Hawkins - Head Dressmaker \(U.S. National Park Service\)](#)
5. [Toby - Iron Founder \(U.S. National Park Service\)](#)
6. [Hampton's Cooks - Hampton National Historic Site \(U.S. National Park Service\)](#)
7. [Nancy Davis - Child Care \(U.S. National Park Service\)](#)

OPTION #6: Have students read about [Mary Pickersgill](#), [the making of the Star-Spangled Banner](#) and [how it got its fame](#). Additionally, they can read one of the following primary sources: ["The Noted Flag](#)

[Which Waved Over Fort McHenry](#)" or [War of 1812: "The Star-Spangled Banner"](#). Then, have students write a short news report about the flag following the bombardment of Fort McHenry.

Teacher Preparation – If you're watching the Virtual Tour, then visiting Baltimore in-person:

Visiting Baltimore will be a memorable experience for you and your class. We want it to be memorable for the right reasons...not logistical headaches! Here are a few helpful tips as you prepare to use this lesson plan and begin your explorations.

TEACHING TIPS

1. Check out this tour itinerary for more ideas:
 - a. [Tour War of 1812 Baltimore in One Day](#)
 - b. [Make Some History This Weekend in Baltimore](#)
2. Contact any sites or museums that you plan to visit.
3. For information regarding motorcoach driving and parking in Baltimore, see [Visit Baltimore Motorcoach Parking](#).
4. Consider if you would like to hire a local guide to help you and your students explore the local history and the city! There are many buses and walking tour guides available.
5. Print any resources that you will want on paper – like maps or photographs.
6. Pre-watch any videos that you don't want to pre-download for the day.

THE STAR FORT HISTORIC ZONE (Fort McHenry)

- There is an entrance fee for adults aged 16 and up; you can pay this upon arrival or ahead of time. The site requires a ratio of one chaperone per every five students. The site asks groups complete an online form to schedule their field trip, found on this [page](#). We recommend calling ahead if bringing a bus to see what the rangers recommend.
- Other museums in Baltimore may have admission fees; please call or check their websites for group rates.