

Here are my plans from a past year for this unit in case seeing them this way is helpful 😊

Lesson 1: Immersion

1. Name That Tune *2-3 minutes*
 - ♪ Click on the speaker icon and ask them to raise their hand if they can name it (don't shout it out!)
 - ♪ Once you have some recognition, have them tell you the title, what it is, where you hear it etc.
 - ♪ Define ANTHEM (click mouse for this info to appear on the slide)
2. Song Immersion *15 minutes max*
 - ♪ Laptops already logged in with ArmRm218 password=music218 Students should click on the shortcut on the desktop "NationalAnthem_VIDEOS"
 - ♪ They can click on any videos they choose but they must watch at least 4 ALL the way to the end.
 - ♪ There should be NO talking or exchanging suggestions for what to watch.
3. Reinforcing the Words
 - ♪ With a partner (or individually depending upon what you prefer) have students complete "Star-Mangled Banner" handout in which they fill in the missing words to 1st verse from memory.
 - ♪ You could hand this out while they are on the laptops telling them NOT to just hold on to it for now—DON'T fill it in!
4. Singing the Song
 - ♪ Students have heard this song performed at least 4 times during this lesson.
 - ♪ Ask them to stand, face the flag and sing along with the recording as best they can using their "Mangled" handout as a reference.
 - ♪ We'll address the correct protocol for a live performance of our national anthem next class but for today remind them they should be respectful and do their best singing.

Lesson 2: History

1. Song Review
 - ♪ Hand out illustrated sheet (Historically Speaking on back)
 - ♪ Students face flag and sing after instructing them about correct protocol.
 - ♪ Turn to the person next to you and explain what a national anthem is. (Show bulleted points on slide)
2. Video Hook: Anthem Intro
 - ♪ How many facts can you learn in 1 minute?
3. History Intro
 - ♪ Choose a partner and collaborate choosing answers for the 1st column of the Historically Speaking handout—encourage them to discuss but also make a guess rather than leaving blank
 - ♪ We will confirm their answers another day.
4. History Presented
 - ♪ Show student Illustrated pwrpt history 2012 version
5. Timeline Teams
 - ♪ Divide into groups of 3-5 to collaborate on putting timeline strips in order.
 - ♪ Project correct order and have students correct theirs
 - ♪ (Note Lucky 13 handout on back of "Mangled" handout)
6. Anyone an Artist?
 - ♪ Offer all interested students one page to illustrate for next year's version. I must have it back NEXT class.
7. Sing it Once More!
 - ♪ Ask them to follow along with the words projected to see if they many any more sense now
 - ♪ Use SSB-Lyrics video

Lesson 3: Vocabulary

1. Line by Line

- ♪ Echo sing one phrase at a time—upon completing a full sentence, sing that much straight through and answer the questions Who, What, When & Where
- ♪ (review of the history)

2. Singing the Anthem

- ♪ Project one of the video versions (Cactus Cuties? Mormon Tabernacle?)
- ♪ Get out iconic version and circle any words that you are not SURE of their meaning

3. O Say Do You Know These Words?

- ♪ With a partner complete this worksheet
- ♪ Correct it together as a class

4. The Entire Poem *back of “Do You Know”*

- ♪ I sing a cappella (review this term) at least one of the other verses and ask them to help me explain what I’m singing about
- ♪ Be sure they know that Key wrote ONLY the lyrics NOT the music

5. One More Time!

- ♪ Stand and sing along but this time facing the screen—as I project the karaoke website version and ask them to look away from the words as much as possible

Lesson 4: Tech Time

1. Singing the Star Spangled Banner

- ♪ Use the karaoke version projected
- ♪ ALL participate—all accurately singing words

2. Websites, Digital Resources & Books

- ♪ Additional info at their own pace
- ♪ Readers Theater/ books from public library/ preselected websites
- ♪ DEMO website link from Armstrong site
- ♪ Correct Historically Speaking OR do Lucky 13 as they work today

3. Reflection

- ♪ Hand out tickets at door for 1 fact they know

Lesson 5: Catch Up Time

1. Star Mangled Follow Up

- ♪ Check this handout as I show the Star Spangled Kids video version
- ♪ Who thinks they have this memorized already?
- ♪ Close eyes and fill in the missing words aloud as I sing or say the 1st verse and leave words out
- ♪ **STAND AND SING IT**—look at your handout OR try NOT to ☺

2. Fun Facts

- ♪ Turn to neighbor—one looks at one side, other looks at the other
- ♪ All statements are correct but they pick one and either read it as it is or change something to make it false/ partner says “this statements is true because or NOT true because...”

3. Yesterday vs. Today
 - ♪ Look at the 2 flags projected and discuss how they are different and WHY
4. RECORDER version
 - ♪ Play it for them—and give them a chance to play around with it a little
 - ♪ Note (if they notice) that the final assessment is on the back side which we will do 1 week from today.
5. Anything NOT completed
 - ♪ If everything is done—work with a friend on “Lucky 13” or quiz a friend on the words
6. Sing it again!
 - ♪ Use the accompaniment version and have them show off how good they are at this!
 - ♪ Reminder before we begin about what the correct protocol is

Lesson 6: Review

1. Sing It
 - ♪ Sing it today without looking at all
 - ♪ Walk around as they do and let them know NEXT CLASS I’ll be doing the same thing but this time with a checklist noting if they are confident with the words or not
2. Star Spangled Jeopardy
 - ♪ Divide into 2 groups to play the game
 - ♪ Girls vs. Boys or 5th vs. 6th they choose
3. This Year’s Illustrated Story
 - ♪ Show this and ask students to stand and sing confidently when we get to that portion of the slideshow
4. DEMO: Links on my website
 - ♪ You can check them out at home!
5. Any time left: Historically Speaking
 - ♪ Check your guesses with a friend

Lesson 7: Assess

1. JibJab Presidents’ Anthem
2. Singing the Star Spangled Banner
 - ♪ Play it 2 times walking in front of students as they are singing it to checklist assess whether they are confident in the words or not
3. Common Assessment
 - ♪ Handout and work individually—no reading out loud today
 - ♪ Note they MUST pass it so will need to take it again until they do
4. Sing It!
 - ♪ Students stand on risers and sing it as I videotaped

On the following pages you’ll find a shorter version!

Title: *"Preserving Our National Anthem"*

Subject area focus: *Music; Social Studies*

Brief Summary: *Through this study, all students will have memorized the words to the first verse of the Star-Spangled Banner as well as understanding the vocabulary used in the song. They will also know its history and the appropriate etiquette when it is performed.*

Goals and Objectives: *The goal of this unit is to assure that every 4th and 5th grader in my school will know the words to the first verse of our national anthem, the appropriate behavior when it is sung or played and its history.*

General Description of Lesson: *Through internet site exploration and/or handouts as well as actually singing it, students will be thoroughly exposed to the Star-Spangled Banner resulting in their understanding of its history as well as an appreciation for the respect required when it is being performed.*

Evaluation and assessment: *Students will complete two handouts to ascertain their initial knowledge of the words to the Star-Spangled Banner as well as one handout about its history. Their final assessment is both written and sung.*

Additional information or Activities: *This lesson unit has the flexibility to be accomplished in any number of ways under any number of circumstances. The follow-up activities can be additional lesson units as well. For instance, students might listen to and learn or review other patriotic songs and debate the option that one of these replace the Star-Spangled Banner as our national anthem. Another direction would be for students to listen to national anthems from other countries choosing one to research its roots and then comparing that to how the United States adopted its national anthem. Finally, the art teacher might choose to download the PowerPoint slideshows at the bottom of the site and print them out as individual pages. Students could then illustrate the story and/or the lyrics of the Star-Spangled Banner.*

National and/or state requirements or standards addressed

National Standards:

- 1. Singing, alone and with others, a varied repertoire of music.*
- 6. Listening to, analyzing, and describing music*
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts*
- 9. Understanding music in relation to history and culture*

Illinois State Standards:

Goal 27.A—Analyze how the arts function in history, society and everyday life.

Goal 27.B—Understand how the arts shape and reflect history, society and everyday life.

Materials:

NONE if using the website. Any recording of the Star-Spangled Banner would be appropriate if teaching this lesson without the website. Additional recordings that may be helpful would be any version of Stars and Stripes Forever, God Bless America, This Land Is Your Land, America the Beautiful or other patriotic songs—no specific artist or recording company is necessary.

Options:

Option One: Students meet in a computer lab using headphones at computers.

Option Two: Teacher will need a computer and a projection device to lead students through each lesson as a group.

Option Three: Students are assigned this lesson to be completed at home using their personal computers with worksheets completed digitally and e-mailed or printed and filled in by hand.

Option Four: This lesson is done using a CD player, any recording of the Star-Spangled Banner and the handouts from my site are downloaded (printable versions), duplicated and given to the students to complete during each lesson plan.

Follow-up activities *There are three follow-up activities included at the bottom of the website—*

- 1. Illustrate the story of the Star-Spangled Banner.*
- 2. Listen to and learn about anthems from other countries around the world.*
- 3. Listen to other American patriotic songs and make a case for why one of them should replace our current national anthem.*

Lesson Plan #1: An Introduction to the Star-Spangled Banner

Objective: To introduce students to the Star-Spangled Banner and allow them to determine whether they really know the words they have heard so often.

Materials: Any appropriate recording of the first verse of the Star-Spangled Banner, an American flag displayed somewhere in the classroom, handout “The Star-Mangled Banner”, website <http://outsidethebox93.org/StarSpangledBanner> , access to a computer and projection device for the teacher or access to computers for all students (both of these are optional)

Prior Knowledge and Experiences: It is assumed that all students will have at least heard our national anthem somewhere at sometime.

Procedures:

1. **Introduction:** *Ask students if they've ever attended a professional sporting event or even just listened to one on the radio. What always happens just before the game begins? (The Star-Spangled Banner is sung.) If students do not know the name of this song and or what the words "national anthem" mean, define this for them or ask another student to define.*
 2. **Listening:** *Show at least one of the sites indicated on the website that plays and illustrates the Star-Spangled Banner.*
 3. **Singing:** *Have all students stand and face the flag displayed in the classroom. Share with them appropriate options for the way they might stand when singing our national anthem (hats removed, hand over heart or at their sides, always standing, always facing the flag). Play a recording asking students to sing along. Ask how many of them believe they sang all of the words correctly. (If you have the option of playing the recording again without singers, do so and allow students to attempt singing it again without the assistance of professional singers!)*
 4. **"The Star-Mangled Banner" handout.** *Give students this handout to complete individually. Consider playing the recording again as they work or reminding students to at least sing the song "in their heads" as they fill in the blanks. Note: This handout can be completed digitally in Microsoft Word if you have that option for students.*
 5. **Review:** *Check answers on the handout so that all students make any corrections needed so that all have the words accurately to take with them. Ask students to write out all of the words to the Star-Spangled Banner on the back of their handout prior to the next classtime.*
 6. **Singing:** *Stand and once again sing the Star-Spangled Banner giving students the options to use their corrected handout if they choose to. Prior to singing ask volunteers to share appropriate etiquette rules for singing our national anthem.*
- Indicators of success:** *Students will know more of the words to our national anthem than they did when this class began indicated by more confident singing.*
- Comments and Additional Material:** *This lesson should take 30 minutes. There is the option of exploring more than one of the sites indicated on the first star on the website.*

Lesson Plan #2: A History of the Star-Spangled Banner

Objectives of this Lesson Plan: *Students will learn about the origins of our country's national anthem.*

Materials used: *The music and/or recording of any other patriotic songs with which students are already familiar (God Bless America, America the Beautiful, This Land is Your Land, Fifty Nifty United States etc.), "Historically Speaking" handout, an American flag displayed somewhere in the classroom, website <http://outsidethebox93.org/StarSpangledBanner> access to a computer and*

projection device for the teacher or access to computers for all students (both of these are optional—there are filmstrips and videos generally owned by school districts which could be used instead)

Prior Knowledge and Experiences: *Students should have experienced Lesson One above. If using computers, students should have at least minimal facility on this tool.*

Procedures:

- 1. Singing:** *Ask students to stand and sing a patriotic song with which they are already familiar such as God Bless America, This Land is Your Land, America the Beautiful, or America (My Country 'tis of Thee). Ask why they think this isn't our national anthem. Ask "What does it take for a song to be good enough to be our country's anthem?"*
- 2. Information Sharing:** *Any of the sites on the top row last star to the right of the website should be explored either by students individually or led by the teacher for the class as a whole. (A filmstrip or video with this information, if available in your district, might be used instead.)*
- 3. "Historically Speaking" handout:** *Give students this handout to complete individually. Consider completing the "Story of the Star Spangled Banner" PowerPoint slideshow prior to this class and playing this prior to or as students complete the handout. (This might even be accomplished outside of class by asking students in advance to create the artwork and could be displayed nonelectronically.) Note: This handout can be completed digitally in Microsoft Word if you have that option for students. Students might hand this in for a grade, or you may choose to correct it together during this class so that all have accurate answers.*
- 4. Word review:** *Ask students to fill in the missing words as you recite the words to the first verse of the Star-Spangled Banner. Begin and pause at various words allowing them to say it instead (I recommend pausing on the vocabulary words you will be addressing in the next lesson.).*
- 5. Singing:** *Ask volunteers to share one fact about the Star-Spangled Banner. Stand and once again sing our national anthem facing the flag displayed in the classroom. Students should not use any word sheets or sheet music to help them. Suggest that they write the words from memory and then check themselves prior to their next music class.*

Indicators of success: *Confidence in knowing the words to our national anthem will continue to grow indicated by large numbers of volunteers for #4 above. Students will be able to state information about the Star-Spangled Banner without referring to their notes.*

Comments and Additional Material: *This lesson, once again, can be done technologically or not. My experience is that if it is possible for students to use technology in learning this material, even completing the handout electronically, they will be more engaged in the process.*

Lesson Plan #3: *Star-Spangled Banner Finale!*

Objectives of this Lesson Plan: *Students will learn definitions for vocabulary used in the first verse of the Star-Spangled Banner and also complete this unit by taking a written assessment.*

Materials used: *"Oh Say Do You Know These Words" handout, "Star-Spangled Test", Vocabulary Cards including all of the words on the first handout as well as others that are not a part of the lyrics, any recording of the Star-Spangled Banner (an instrumental version as well if possible, any recording of Stars and Stripes Forever & website: <http://outsidethebox93.org/StarSpangledBanner>*

Prior Knowledge and Experiences: *Students have completed Lessons One and Two above (although, if absent, the majority of these lessons could have been completed at home or in their classroom individually on a computer)*

Procedures:

- 1. Vocabulary Cards** *are posted on the board. (An alternate would be to simply write the words on a transparency projected on a screen in the classroom.) Ask students to eliminate any words which are NOT used in the Star-Spangled Banner. Ask how many think they know what each of the remaining words means.*
- 2. "Oh Say Do You Know These Words" handout:** *Students might find a partner and complete this with them, it could be done individually, or it could be done digitally if students are in a computer lab. An instrumental recording of the Star-Spangled Banner could be played as students work. As a class allow students to check their answers and make corrections.*
- 3. Singing:** *Ask students to stand as they sing the Star-Spangled Banner with appropriate etiquette and all of the words memorized. Ask them to raise their hands each time one of the vocabulary words just defined are sung. (Students should be informally assessed as they performed the Star-*

Spangled Banner noting their confidence level in singing the words and accurateness of pitches. This informal assessment could begin in earlier singing opportunities with the teacher first checking those students who are obviously confident with the tune and/or words. At repeated performances, additional students will be able to be successful with the majority of the song.)

4. **“Star-Spangled Test”:** *This is the final formal assessment of this unit. Students should complete this individually and turn it in to be graded.*

5. **Celebration:** *Play a recording of Sousa’s Stars and Stripes Forever as students keep the beat in a variety of ways. If time allows, share Sousa’s lyrics with the class, asking how they support the intention of the Star-Spangled Banner.*

Indicators of success: *Rubric for the test is at the top of it. It is expected that 85% of those assessed will be at the Meets or Exceeds level. Students with special needs may have the opportunity to have the test read to them and could verbally give their responses to their special services teacher.*

Comments and Additional Material: *In reading through these three lessons, it may seem that there is a great deal of repetition at least in singing our national anthem so many times. This is intentional so that every single student will complete this unit confident in singing the Star-Spangled Banner and clear about its meaning. This third lesson can be done without any computer technology at all, but if time allows and computers are available, students could connect to any of the sites on flag etiquette.*