

GENERAL MUSIC

Grades 2 and 3

Benchmarks: MU.A.1; MU.C.1; MU.E.1; MU.E.2
LA.A.1; LA.A.2; LA.C.1; LA.C.2; LA.D.2

Objectives: The students will:

- Sing the first stanza of *The Star-Spangled Banner (SSB)* as a member of a class/small group, using correct lyrics and good diction, tone quality, and posture.
- Define selected vocabulary words in the song.
- Identify the *SSB* as our National Anthem.
- Identify Francis Scott Key as the *SSB*'s author.
- Explain basic facts about how/why the song was written.
- Demonstrate correct* flag/National Anthem etiquette.

Materials:

- ✓ Word-search puzzle (attached)
- ✓ Visual sources of the story, music, and lyrics, e.g., posters, videos, textbook, PowerPoint presentation (attached)
- ✓ Quality recording of the song, using a traditional arrangement of children's voices
- ✓ Book, such as *The Star-Spangled Banner*, Peter Spier, ill., NY: Doubleday, 1973

Prior Knowledge & Experience:

Students:

- Have heard the National Anthem at events/places in person or on TV.
- Have participated in discussions of "patriotism" and "citizenship."
- Know basic facts about the U.S. flag.

* "During a rendition of the National Anthem, when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. A man not in uniform should remove his headdress with his right hand and hold it at his left shoulder, the hand being over the heart. Persons in uniform should render the military salute at the first note of the anthem and retain this position until the last note. When the flag is

Teaching Procedures: The students will:

1. Discuss where/when they may have experienced hearing the National Anthem (e.g., ball game, TV, Olympics)
2. While looking at books that include images of Ft. McHenry, Francis Scott Key, and the lyrics to the *SSB*, listen while the teacher reads a story about the battle at Fort McHenry.
3. Discuss the different feelings Key may have had during the night and the next morning.
4. Listen to the song.
5. List unfamiliar words and talk about what those words might mean. Use a dictionary to support definitions.
6. Practice pronouncing the words clearly.
7. Watch the PowerPoint or a similar presentation to enable them to see what a rampart looks like while they sing the lyrics. (You may also want to prepare a computer presentation on Ft. McHenry, the "Star" Fort, or clips about the restoration of the original *SSB*.)
8. Learn correct etiquette for saluting the flag and for listening to or singing the National Anthem. Listen while the teacher encourages them to remind their older siblings and parents of this etiquette.
9. Review what they learned in the lesson.
10. Practice the *SSB* lyrics and melody.
11. Perform for the video camera.
12. Watch the video, assess their performance, discuss, set new goals, rehearse, and repeat.
13. Complete the word-search puzzle as a class or for homework.

Indicators of Success: The students will:

- Retell the story of Ft. McHenry and the *SSB* in their own words.
- Stand and sing the first verse of the National Anthem using a guide (e.g., music book, recording, poster, PPP).
- Complete the word-search puzzle, using selected vocabulary words.

not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.”

- quoted from <http://uscode.house.gov>

THE STAR-SPANGLED BANNER

Word-Search Puzzle

Q O H Z W L J Y N T U Y L L I
X X E I V K V A W O F R O M Z
Y E K T T O C S S I C N A R F
F U U D G I R O A B X E O B T
P L S N R Z D A R N L H N M W
U W A E X S Q I M H P C Y E I
K V M G P S T B S P V M S H L
Z A P E R I L O U S A T L T I
P X C A S B R D A W N R Y N G
M W T H N E E T F I F O T A H
P S V I B D G H S S U F V S T
K J F O I N H A E I W P Q M A

AMERICAN
DAWN
FORT McHENRY
RAMPARTS
TWILIGHT

ANTHEM
FIFTEEN
FRANCIS SCOTT KEY
STARS

BRITISH
FLAG
PERILOUS
STRIPES

THE STAR-SPANGLED BANNER

Puzzle Solution

+ + + + + + + + **N** + + **Y** + + +
+ + + + + + + **A** + + + **R** + + +
Y E K T T O C S S I C N A R F
F + + + + **I R** + + **B** + **E** + + **T**
+ **L S** + **R** + + **A R** + + **H** + **M W**
+ + **A E** + + + **I M** + + **C** + **E I**
+ + **M G P S T** + + **P** + **M** + **H L**
+ **A P E R I L O U S A T** + **T I**
+ + + **A S** + **R D A W N R** + **N G**
+ + **T H N E E T F I F O T A H**
+ **S** + + + + + + **S** + + **F** + **S T**
+ + + + + + + + + + + + + + +

(Over, Down, Direction)

AMERICAN (2, 8, NE)

(i.e., AMERICAN will be found at 2 places over from the left, down 8,
and at an upward diagonal [North East] to the right)

ANTHEM (14, 10, N)

BRITISH (10, 4, SW)

DAWN (8, 9, E)

FIFTEEN (11, 10, W)

FLAG (1, 4, SE)

FORT McHENRY (12, 11, N)

FRANCIS SCOTT KEY (15, 3, W)

PERILOUS (3, 8, E)

RAMPARTS (7, 4, SE)

STARS (2, 11, NE)

STRIPES (9, 11, NW)

TWILIGHT (15, 4, S)

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FOLLOW-UP ACTIVITIES

The students may:

MUSIC/DANCE

- ❖ Improvise Orff ostinati and creative movement to patriotic pieces by Charles Ives.

MUSIC/LANGUAGE ARTS

- ❖ Read and discuss books, such as *America, the Beautiful* (Scholastic, 2001) and *The Flag We Love*, by Pam Muñoz Ryan (Scholastic, 1996).
- ❖ Using cluster graphs (CRISS), define challenging *SSB* vocabulary words.
- ❖ As a class, listen to excerpts of American music by such American composers as John Philip Sousa (e.g., *The Stars and Stripes Forever*) and Aaron Copland (e.g., *Appalachian Spring*). On the board, make a list of adjectives that describe the music. Working independently, select a favorite piece. Write a paragraph about the music, using complete sentences. Use the composer's name and the title of the piece in the topic sentence. Share it with a partner for editing. Consider the classmate's suggestions. Check for correct spelling and rewrite.

LANGUAGE ARTS/DRAMA

- ❖ Readers' Theatre - Read one or more stanzas of *The Star-Spangled Banner* as a choral poem, assigning lines to individuals or small groups.

LANGUAGE ARTS/VISUAL ART

- ❖ Write a Florida poem as a class, incorporating words that represent Florida (recommended resource: *Florida Sights and Symbols: A Kid's Guide to Drawing America*, Jennifer Quasha, PowerKids Press, New York, 2002). Review rhyming words, meter, phrasing, rhythm, and expression before writing. Create illustrations for the poem.
- ❖ Study photographs of butterflies. Discuss the Zebra Longwing Butterfly, which is the state butterfly of Florida (black background with yellow stripes, and dots around the edges of the wings). Make clay butterflies, painting them with blue backgrounds, red stripes, and white dots on the edges, or make paintings of the butterflies for a patriotic event.
- ❖ Illustrate phrases from *The Star-Spangled Banner* to place in a class book. Display in the school's main office.

SOCIAL STUDIES

- ❖ Take a trip to a historical attraction (see list: Florida Sites of Interest).
- ❖ Using a world map, locate the countries where ancestors of each student in the class lived. Discuss the "melting pot" or "tossed salad" representations of the U.S. Find songs that allude to this. For homework, discuss ancestors' cultures and languages with family members. Report to the class.