

Oh, Say, Can You Sing?

Grade Level or Special Area: Second Grade Social Studies / Music

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Length of Unit: 5 Lessons

I. ABSTRACT

Oh, say, can you sing “The Star Spangled Banner”? It can be tricky for second graders to grasp the meaning of the unfamiliar words in the lyrics of “The Star Spangled Banner”. This unit is designed to create an understanding of the events that led up to the writing of the poem that became our National Anthem. The learner will be able to sing “The Star Spangled Banner” with the lyrics pronounced correctly and a clear understanding of the meaning of the song.

II. OVERVIEW

A. Concept Objectives

1. To create an understanding of the history of “The Star Spangled Banner”
2. To create an understanding of the lyrics of “The Star Spangled Banner”
3. To create citizens who are able to correctly sing “The Star Spangled Banner”

B. Content from the *Core Knowledge Sequence*

1. “The Star Spangled Banner”, p.55
2. Sing accompanied, unaccompanied, and in unison, p.54
3. British imprisonment of American sailors, p. 49
4. British burn the White House, p. 49
5. Fort McHenry, Francis Scott Key, and “The Star Spangled Banner”, p.49
6. Recall incidents, characters, facts, and details of stories and other texts, p. 43

C. Skill Objectives

1. Singing
2. Listening
3. Sequencing
4. Understanding lyrics
5. Use of technology
6. Reading
7. Predicting future events
8. Synthesizing information

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Kroll, Steven, *By the Dawn’s Early Light: The Story of The Star Spangled Banner*, New York: Scholastic, Inc., 1994, ISBN 0-590-45055-7.
2. Molotsky, Irvin, *The Flag, The Poet, and The Song*, New York: Dutton (Penguin Putnam), 2001, ISBN 0-525-94600-4
3. www.usflag.org -- website for history of American flag

B. For Students (from 1st grade American History strand)

1. Legend of Betsy Ross and the flag
2. Our nation’s capital city named Washington
3. American flag

IV. RESOURCES

- A. Kroll, Steven, *By the Dawn's Early Light: The Story of The Star Spangled Banner*. New York: Scholastic, Inc., 1994, ISBN 0-590-45055-7. – Pictures scanned onto paper or a PowerPoint presentation for use as visuals as the teacher tells the story in her own words.
- B. Any poster showing the lyrics of the first verse of “The Star Spangled Banner”
- C. Any recording of “The Star Spangled Banner”
- D. PowerPoint presentation of lyrics of song, large enough for all students to read
- E. Spier, Peter, ill., *The Star Spangled Banner*, New York: Bantam Doubleday, Dell, 1992, ISBN 0-440-40697-8
- F. Vocabulary pictures – large, showing vocabulary words, a simple definition, and an icon to show the meaning of the word. See Appendix A for vocabulary list. (I used clip art from Hallmark’s *Greeting Workshop* to make my pictures. *Microsoft Clip Art Gallery* is also an excellent source.)
- G. Class set of vocabulary matching cards (also based on Appendix A) written on the backs of flag cards
- H. Stars and Stripes Easy Felt Flag Kit (2) made by The Felt Company, Consumer Products Enterprises, Inc. (Purchased at Hobby Lobby for approximately \$3.00 plus tax)
- I. Pencils
- J. Laminated squares of blue construction paper
- K. White star stickers
- L. Web sites on Fort McHenry, Smithsonian: www.si.edu/resource/flag/nmah/starflag.htm
www.bcpl.net/~etowner/anthem.html
www.150.si.edu/chap3/flag.htm
- M. “The Star-Spangled Banner” sequencing strips (Appendix B)
- N. Class set of small American flags
- O. Class set of red and/or blue cups
- P. Any recording of “The Stars and Stripes Forever” by John Philip Sousa
- Q. Class set of Star-Spangled Stations check list (Appendix C)
- R. Star Spangled Stations instruction signs (based on information given in Lesson 4)
- S. Drawing paper
- T. Crayons/markers
- U. Vocabulary smart paper (Appendix D)
- V. Journal page (Appendix E)
- W. Large pieces of butcher paper, each with one section of the mind map (see Appendix F)
- X. Twin sized white bed sheet or very large piece of white butcher paper
- Y. Navy blue and red tempera paints
- Z. Red, white and blue treats and goodies

V. LESSONS

Lesson One: The Story, The Song

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. To create an understanding of the history of “The Star Spangled Banner”
 - b. To create an understanding of the lyrics of “The Star Spangled Banner”
 - c. To create citizens who are able to correctly sing “The Star Spangled Banner”
 - 2. Content from the *Core Knowledge Sequence*
 - b. “The Star Spangled Banner”, p.55
 - c. Sing unaccompanied, accompanied and in unison, p.54

- d. British imprisonment of American sailors, p. 49
 - e. British burn the White House, p. 49
 - f. Fort McHenry, Francis Scott Key, and “The Star Spangled Banner”, p.49
 - g. Recall incidents, characters, facts, and details of stories/other texts, p. 43
3. Skill Objectives
- a. Singing
 - b. Listening
 - c. Understanding lyrics
- B. *Materials*
- 1. Kroll, Steven, *By the Dawn’s Early Light: The Story of The Star Spangled Banner*, New York: Scholastic, Inc., 1994, ISBN 0-590-45055-7. – Pictures scanned onto paper for use as visuals as teacher tells the story in own words.
 - 2. Any poster showing the lyrics of the first verse of “The Star Spangled Banner”
 - 3. Any recording of “The Star Spangled Banner”
 - 4. PowerPoint presentation of lyrics of song, large enough for all students to read
 - 5. Spier, Peter, ill, *The Star Spangled Banner*, New York: Bantam Doubleday, Dell, 1992, ISBN 0-440-40697-8
 - 6. Vocabulary pictures – large, showing vocabulary words, a simple definition, and an icon to show the meaning of the word.
- C. *Key Vocabulary*
- 1. Dawn – when the sun comes up in the morning
 - 2. Hailed – saw
 - 3. Twilight – when the sun goes down at night
 - 4. Broad – wide
 - 5. Perilous – dangerous
 - 6. Ramparts – walls of the fort
 - 7. Gallantly – bravely
 - 8. Streaming – flying (as a flag)
 - 9. Glare – bright light
 - 10. Bursting – exploding
 - 11. Proof – shows
 - 12. Spangled - sparkled
- D. *Procedures/Activities*
- 1. Teacher tells story, using pictures from *By the Dawn’s Early Light* to share history of song
 - 2. Learners stand and sing song. Discuss showing respect and pride. (Use poster for lyrics)
 - 3. Teacher reads *The Star Spangled Banner* (Spier)
 - 4. Learners sing song again, teacher shows PowerPoint presentation for lyrics
 - 5. Partner talk – learners tell a partner 2 different places they’ve been where they heard “The Star Spangled Banner”, then tell how they felt when they heard it
 - 6. Vocabulary – Teacher shows signs of the difficult words from the lyrics, showing word, simple definition, simple icon, and teaches a gesture to help explain the word. (See Appendix A)
 - 7. Teacher and learners add gestures from Appendix A to the singing of the song – teacher may insert more gestures where needed
 - 8. In groups, learners practice singing or chanting song with gestures
 - 9. Learners retell story as a class, using the pictures from procedure # 1 as prompts
 - 10. Learners give group members “High Fives” to celebrate their learning
- E. *Assessment/Evaluation*

1. Teacher observation of learners' prior knowledge of "The Star Spangled Banner" (by listening to initial singing of song – procedure #2)
2. Teacher monitors procedure *8, assisting groups as needed
3. Teacher observation of procedure #9, noting any blanks in learners' re-telling of history, to be addressed in next lesson if needed.

Lesson Two: The Lyrics, The Flag

A. Daily Objectives

1. Concept Objectives
 - a. To create an understanding of the history of "The Star Spangled Banner"
 - b. To create an understanding of the lyrics of "The Star Spangled Banner"
 - c. To create citizens who are able to correctly sing "The Star Spangled Banner"
2. Content from the *Core Knowledge Sequence*
 - a. "The Star Spangled Banner", p.55
 - b. Sing accompanied, unaccompanied and in unison, p.54
 - c. Recall incidents, characters, facts, and details of stories/other texts, p. 43
3. Skill Objectives
 - a. Singing
 - b. Listening
 - c. Understanding lyrics
 - d. Predicting future events

B. Materials

1. Class set of vocabulary matching cards (also based on Appendix A) written on the backs of flag cards
2. Stars and Stripes Easy Felt Flag Kit (2) made by The Felt Company, Consumer Products Enterprises, Inc. (Purchased at Hobby Lobby for approximately \$3.00 plus tax)
3. Pencils
4. Laminated squares of blue construction paper
5. White star stickers
6. Any recording of "The Star Spangled Banner"
7. Flag assembly kits

C. Key Vocabulary

1. Same as Lesson 1

D. Procedures/Activities

1. Vocabulary matching cards -- one card to each learner as they enter room
2. Learners find someone who has the definition to their word, or the word to their definition and practice the appropriate gesture. They then sit together in the room
3. Partners share their matches with class to check for success (Acknowledge every effort)
4. Sing "The Star Spangled Banner" unaccompanied, stopping at any word that we have on our matching cards. The learners will hold up their vocabulary word when they hear it in the song. We will call back the word and definition with gesture, then continue singing the song. Discuss the flag, by assembling a felt flag, showing what it looked like in 1776, 1812, 1902 (when my grandmother was born), 1930 (when my mother was born), 1964 (when I was born), 1995/96 (when most of the learners were born), 2003. (There are examples of the evolution of the flag in the front of Peter Spier's book.)

5. Partner Predictions – Talk to a partner about these two questions: Will there ever be another star added to our flag? What would that mean to our country? Again in partners, learners will design a field of blue with 51 stars on it.
 6. Discuss flag assembly projects (2) on back table, to be done in free time.
 7. Review singing “The Star Spangled Banner” with gestures and accompaniment (large group)
 8. Class “WOO” clap to celebrate learning.
- E. *Assessment/Evaluation*
1. Teacher observation of procedure #3, referring back to vocabulary signs from Lesson 1 if needed.
 2. Teacher observation of procedure #5, looking for cooperation and students ideas
 3. Teacher observation of procedure #7, correcting problems if necessary

Lesson Three: The Review, The Success

- A. *Daily Objectives*
1. Concept Objectives
 - a. To create an understanding of the history of “The Star Spangled Banner”
 - b. To create an understanding of the lyrics of “The Star Spangled Banner”
 - c. To create citizens who are able to correctly sing “The Star Spangled Banner”
 2. Content from the *Core Knowledge Sequence*
 - a. “The Star Spangled Banner”, p.55
 - b. Sing accompanied and in unison, p.54
 - c. British imprisonment of American sailors, p. 49
 - d. British burn the White House, p. 49
 - e. Fort McHenry, Francis Scott Key, and “The Star Spangled Banner”, p.49
 - f. Recall incidents, characters, facts, and details of stories/other texts, p. 43
 3. Skill Objectives
 - a. Singing
 - b. Listening
 - c. Sequencing
 - d. Understanding Lyrics
 - e. Use of technology
- B. *Materials*
1. ‘The Star-Spangled Banner’ sequencing strips (Appendix B)
 2. Class set of small American flags
 3. Class set of red and/or blue cups
 4. Any recording of “The Stars and Stripes Forever” by John Philip Sousa
 5. Any poster showing the lyrics of the first verse of “The Star Spangled Banner”
 6. Any recording of “The Star Spangled Banner”
 7. PowerPoint presentation of lyrics of song, large enough for all students to read
 8. Flag assembly kits
- C. *Key Vocabulary*
1. Same as Lesson 1
- D. *Procedures/Activities*
1. As a class, visit “The Star Spangled Banner” websites, looking at Fort McHenry, flag hanging in Smithsonian (Web addresses listed in Resources section IV, letter L)
 2. Class reviews singing the song with gestures

3. Teacher hands out envelopes with sequencing strips of the eight phrases of the song (Appendix B), plus one cup and one flag per learner
 4. Poster is visible in room, PowerPoint presentation of lyrics is continuously looping on the TV screen, the recording of “The Star Spangled Banner” is continuously playing softly in the background as the learners individually place the eight phrases of the song in the correct order on the floor. When the learner is ready for the teacher to check their work, they take the flag from the cup and wave it overhead until teacher arrives. As the learners correctly complete the sequencing, teacher will mark their mastery in the grade book and the learner, after putting away materials, may work on flag assembly in the back of the room.
 5. Class has a flag parade to “The Stars and Stripes Forever” to celebrate learning
- E. *Assessment/Evaluation*
1. Teacher observation of procedure #2, correcting problems as necessary
 2. Sequencing activity (procedure #4) will be graded for mastery

Lesson Four: The Experience, The Assessment

- A. *Daily Objectives*
1. Concept Objectives
 - a. To create an understanding of the history of “The Star Spangled Banner”
 - b. To create an understanding of the lyrics of “The Star Spangled Banner”
 - c. To create citizens who are able to correctly sing “The Star Spangled Banner”
 2. Content from the *Core Knowledge Sequence*
 - a. “The Star Spangled Banner”, p.55
 - b. Sing accompanied, unaccompanied and in unison, p.54
 - c. British imprisonment of American sailors, p. 49
 - d. British burn the White House, p. 49
 - e. Fort McHenry, Francis Scott Key, and “The Star Spangled Banner”, p.49
 - f. Recall incidents, characters, facts, and details of stories/other texts, p. 43
 3. Skill Objectives
 - a. Singing
 - b. Listening
 - c. Sequencing
 - d. Understanding lyrics
 - e. Synthesizing information
- B. *Materials*
1. Class set of Star-Spangled Stations check list (Appendix C)
 2. Star Spangled Stations instruction signs (based on information given in Lesson 4)
 3. Drawing paper
 4. Pencils
 5. Crayons/markers
 6. “The Star Spangled Banner” sequencing strips (Appendix B)
 7. Pictures from *By the Dawn’s Early Light* (from Lesson 1)
 8. Vocabulary Smart Paper (Appendix D)
 9. Vocabulary matching cards (from Lesson 2)
 10. Journal page (Appendix E)
- C. *Key Vocabulary*
1. Same as Lesson 1
- D. *Procedures/Activities*

Star – Spangled Stations

Students will have a checklist to mark when each station has been completed. (Appendix C) This will take more than one 30-minute class period to accomplish. Signs for each station should include the title of the station and the instructions as stated below.

❖ ART STATION **

Draw a picture showing the night of the battle at Fort McHenry. Be sure to include the river, the fort, the flag, and Francis Scott Key. Turn in your art at my desk when you are finished. Don't forget to check this station off of your list.
(Materials: drawing paper, pencils, crayons/markers)

❖ SEQUENCING STATION

By yourself, place the eight phrases of “The Star Spangled Banner” in the correct order. Ask a friend to check your work and have that friend check this station off of your list when you have all of the pieces in the correct order.
(Materials: 4 – 5 sets of sequencing strips – Appendix B)

❖ TELL IT STATION

With a friend or two, re-tell the story of how “The Star Spangled Banner” was written. You may use the pictures from *By The Dawn's Early Light* to help. Ask a friend to check this station off of your list once you have completed the story.
(Materials: pictures from By The Dawn's Early Light)

❖ SONG STATION **

With a friend, practice singing “The Star Spangled Banner”, using the gestures we have learned. When you are ready, come to me and sing it for me, either together or on your own. When you have sung the song, I will check this station off of your list.
(Materials: none)

❖ WORD STATION **

Working alone, fill in each empty star with the word that is defined on the stripe behind it. Turn the paper in to the turn in basket when you are finished. Check this station off of your list. Then you and a friend may play with the vocabulary matching cards until it is time to leave the station.
(Materials: Vocabulary Smart Paper - Appendix D, Pencils, Vocabulary matching cards – from Lesson 2)

❖ JOURNAL STATION

Complete the Journal page: “*The Star Spangled Banner*” and *Me*. Show your journal page to a friend when you are finished, and ask your friend to check this station off of your list. Turn in your paper to the turn in basket when you are finished.
(Materials: Pencils, Journal page – Appendix E)

E. Assessment/Evaluation

1. All stations marked with ** will be formally graded; all other stations will be informally assessed.

Lesson Five: The Culminating Assessment, The Celebration

A. Daily Objectives

1. Concept Objectives

- a. To create an understanding of the history of “The Star Spangled Banner”
 - b. To create an understanding of the lyrics of “The Star Spangled Banner”
 - c. To create citizens who are able to correctly sing “The Star Spangled Banner”
2. Content from the *Core Knowledge Sequence*
 - a. “The Star Spangled Banner”, p.55
 - b. Sing accompanied and in unison, p.54
 - c. British imprisonment of American sailors, p. 49
 - d. British burn the White House, p. 49
 - e. Fort McHenry, Francis Scott Key, and “The Star Spangled Banner”, p.49
 - f. Recall incidents, characters, facts, and details of stories/other texts, p. 43
 3. Skill Objectives
 - a. Synthesizing information
- B. *Materials*
1. Pencils
 2. Crayons/markers
 3. Large pieces of butcher paper, each with one section of the mind map (see Appendix F)
 4. Twin sized white bed sheet or very large piece of white butcher paper
 5. Navy blue and red tempera paints
 6. Red, white and blue treats and goodies
- C. *Key Vocabulary*
1. Same as Lesson 1
- D. *Procedures/Activities*
1. Class is divided into 4 groups. Each group is given one section of the mind map to complete, showing what they have learned about “The Star Spangled Banner,” using words and pictures. (Appendix F)
 2. Assemble the large mind map and review concepts the learners have included.
 3. Class celebration of learning: make a class flag. Students place handprints in either red or blue paint onto a bed sheet or large piece of butcher paper in stars and stripes. Flag can be hung outside of the classroom.
 4. Celebrate with red, white and blue treats and goodies.
- E. *Assessment/Evaluation*
1. Group work on mind maps will be graded based on rubric:

	4	3	2	1
Participation	All members participated in the work required.	Most members participated in the work required.	Some members participated in the work required.	One member did all of the work alone.
Cooperation	All group members are cooperative and polite.	Most group members are cooperative and polite.	Some group members are cooperative and polite.	Members are not cooperative or polite.
Information Items	3 items given	2 items given	1 item given	0 items given
Appropriateness to topic	3 items appropriate to topic	2 items appropriate to topic	1 item appropriate to topic	0 items appropriate to topic

VI. APPENDICES

- A. Star Spangled Vocabulary
- B. “The Star Spangled Banner” Sequencing Strips
- C. Star Spangled Stations Check List
- D. Vocabulary Smart Paper
- E. Journal page – “The Star Spangled Banner” and Me
- F. ‘The Star Spangled Banner’ Mind Map

VII. BIBLIOGRAPHY

- A. Kroll, Steven, *By the Dawn’s Early Light: The Story of The Star Spangled Banner*, New York: Scholastic, Inc., 1994, ISBN 0-590-45055-7.
- B. Molotsky, Irvin, *The Flag, The Poet, and The Song*, New York: Dutton (Penguin Putnam), 2001, ISBN 0-525-94600-4
- C. Spier, Peter, ill., *The Star Spangled Banner*, New York: Bantam Doubleday, Dell, 1992, ISBN 0-440-40697-8

Star Spangled Vocabulary

<u>Vocabulary Word</u>	<u>Definition/Gesture</u>
Dawn	when the sun comes up in the morning (American Sign Language for "day")
Hailed	saw (2 fingers point to eyes)
Twilight	when the sun goes down at night (American Sign Language for "night")
Broad	wide (2 arms far apart)
Perilous	dangerous (Both arms crossed over chest)
Ramparts	walls of the fort (“Touch down” arms)
Gallantly	bravely (Right hand over heart)
Streaming	flying (as a flag) (American Sign Language for “flag”)
Glare	bright light (Shade eyes with one hand)
Bursting	exploding (Clap with starburst)
Proof	shows (Hands as binoculars at eyes)
Spangled	sparkled (Hands at shoulder lever, twinkle fingers)

Appendix B

“The Star Spangled Banner” Sequencing Strips
(Cut into strips and place each complete set in a separate envelope)

O, say! Can you see, by the dawn’s early light,

What so proudly we hailed at the twilight’s last gleaming,

Whose broad stripes and bright stars, through the perilous fight,

O’er the ramparts we watched were so gallantly streaming?

And the rocket’s red glare, the bombs bursting in air,

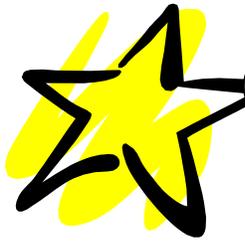
Gave proof through the nights that our flag was still there.

O, say, does that Star-Spangled Banner yet wave

O’er the land of the free and the home of the brave?

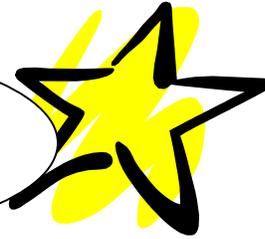
Name _____

Star Spangled Stations Check List



ART

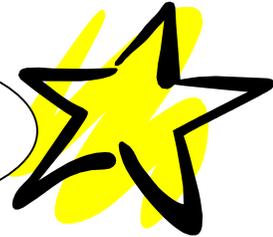
SEQUENCING



TELL IT



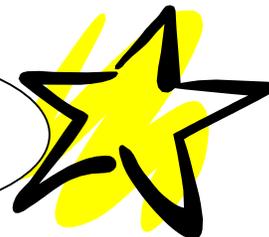
SONG



JOURNAL

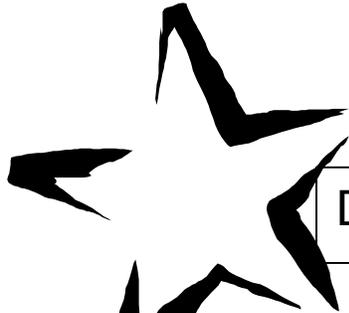


WORD

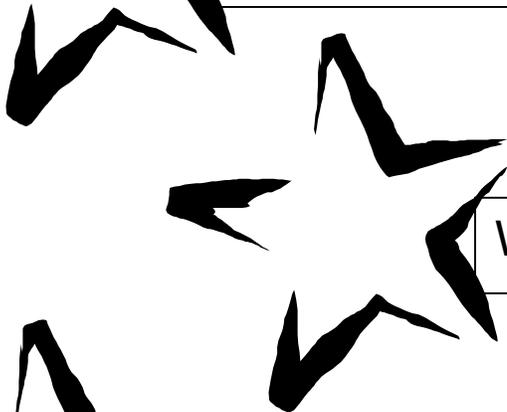


Name _____

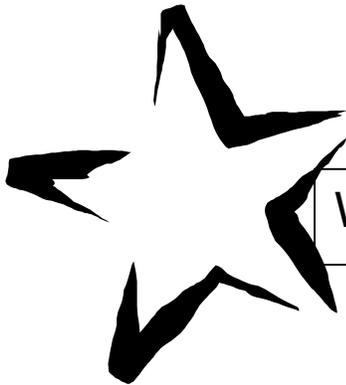
Vocabulary Smart Paper



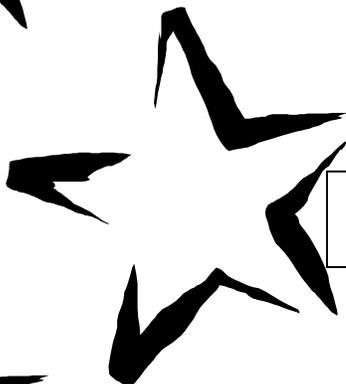
Dangerous



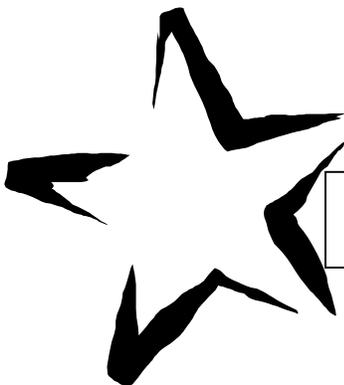
Wide



Walls of the fort



Exploding



Sparkled

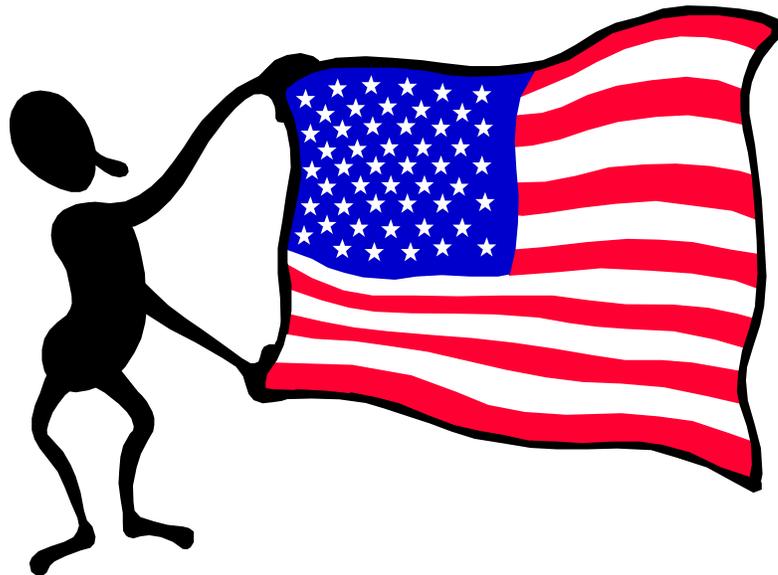
Name _____

Journal Page:
“The Star Spangled Banner” and Me

I heard “The Star Spangled Banner” at _____.

When I heard it I felt _____.

_____.



“The Star Spangled Banner” Mind Map

Place each section of the map on a large piece of butcher paper. Students work in groups to fill in information that they have learned about the topic they are assigned. Students may use either words or pictures to show what they learned.

