

THE STAR-SPANGLED BANNER

Illustrated by Peter Spier

Learning Objective(s): Students will:

1. understand the history of our national anthem.
2. express their views about values that are important to the world.

TEKS: SS 1.14C, 17B, 18B, 2.14B, 18B, 19B, 3.17A, 4.21A, 22D, 5.17B, 24B, 25D

Materials Needed: *The Star-Spangled Banner* (Spier, Peter, illustrator. Dell Publishing, 1973), colored construction paper, manilla or white construction paper, scissors, glue

Vocabulary: symbol, twilight, ramparts, repose, foe, desolation

Teaching Strategy:

1. Teacher will lead the class in singing "The Star-Spangled Banner."
2. Ask students what they know about the history of the national anthem. Use notes at the back of the book to explain what was happening in our history at the time. (Another option would be to have a student or group of students do the background study ahead of time and report to the class.)
3. Read/show the book, *The Star-Spangled Banner* to the class, observing the historical facts illustrated there. (Optional: Sing the song again, following the pictures in the book. All three verses are shown.)
4. Discuss what the symbols (colors, stars, stripes) on our flag represent. A good source is <http://bensguide.gpo.gov/3-5/symbols/flag.html>. Ask students to analyze the importance of those symbols.
5. Display pictures of flags of other countries, which have interesting symbols. Analyze the significance of certain symbols and colors. Why do most flags omit words? The exceptions are Saudi Arabia and Brazil. What do those words mean?
6. Assign pairs or individual students to create a flag that would represent the whole world. What symbols would be important? What colors would be used and why? Each symbol and color should represent something - friendship, peace, bravery, symbols from nature, religion, whatever the student feels is important and of value to the world.
7. Students will create the flags from construction paper. Start with a large sheet of white or manilla paper, then glue symbols, stripes, etc. cut from colored

construction paper onto background sheet. Have patterns for stars, circles, stripes, squares, and other common shapes available for students to trace. Students will write on the back what each color and symbol represents.

8. Flags may be displayed on the bulletin board and details explained by each student.

Extension for G/T:

Students will choose a flag of another country to discover what the symbolism is on the flag.

