<table>
<thead>
<tr>
<th>Title</th>
<th>The Star-Spangled Banner – An American Original?</th>
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<tbody>
<tr>
<td>Subject Area/ Grade Level</td>
<td>General Music- Grade 7</td>
</tr>
<tr>
<td>Investigative Question</td>
<td>What about The Star-Spangled Banner is original and what is not?</td>
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<tr>
<td>PA Academic Standards and/or Common Core Standards</td>
<td>History (PA Academic Standards for History)</td>
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<tr>
<td></td>
<td>8.1.7.B: Identify and use primary and secondary sources to analyze multiple points of view for historical events</td>
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<td>8.3.7.B: Examine the importance of significant historical documents, artifacts and places critical to United States history.</td>
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<tr>
<td>Music (PA Academic Standards for the Arts and Humanities)</td>
<td>9.2.8.B: Relate works in the arts chronologically to historical events (e.g., 10,000 BC to present)</td>
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<td>9.2.8.D: Analyze a work of art from its historical and cultural perspective</td>
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<tr>
<td>Reading, Writing, Speaking and Listening Standards (RWSL)</td>
<td>1.6.3.D: Contribute to discussions.</td>
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<td>· Ask relevant questions.</td>
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<td>· Respond with appropriate information or opinions to questions asked.</td>
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<td>· Listen to and acknowledge the contributions of others.</td>
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<td>· Display appropriate turn-taking behaviors.</td>
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<td>1.6.3.E: Participate in small and large group discussions and presentations.</td>
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<tr>
<td>Learning Objectives</td>
<td>1. Student will be able to describe the evolution of The Star-Spangled Banner</td>
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<td>2. Students will memorize and be able to recite the lyrics to Star-Spangled Banner</td>
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<td>3. Students will create lyrics for a school song using the melody of the Star-Spangled Banner</td>
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<tr>
<td>Duration</td>
<td>2-Class Periods (42 minutes each)</td>
</tr>
<tr>
<td>Materials &amp; Citation of Resources</td>
<td>Library of Congress website (<a href="http://www.loc.gov">www.loc.gov</a>)</td>
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<tr>
<td></td>
<td>Digital Collections – Performing Arts – Patriotic Melodies – Star Spangled Banner Song Collection</td>
</tr>
</tbody>
</table>
- **The Anacreontic Song [1790?]**
  Composer – Smith, John Stafford, Lyricist- Tomlinson, Ralph, Esq.,
  Publisher – A. Bland’s Music Warehouse, London, England ca. 1790
  [http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100010458/default.html](http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100010458/default.html)

- **Adams and Liberty 1798**
  Composer – Smith, John Stafford, Lyricist- Paine Jr., Robert Treat
  Publisher – A. Wright for D. Wright and Company, Northampton, MA 1798
  [http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100010461/default.html](http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100010461/default.html)

- **Handwritten Lyrics [1]**
  Author – Key, Francis Scott, manuscript, 1840
  [http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100000019/default.html](http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100000019/default.html)

- **Defence of Fort McHenry**
  1st poem printing, 1814
  Author – Key, Francis Scott
  Publisher – not listed, Baltimore, MD ca. September 17, 1814
  [http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100010457/default.html](http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100010457/default.html)
- 1815 edition
  Star Spangled Banner
  Composer – Smith, John Stafford, Lyricist- Key, Francis Scott,
  Publisher – A. Bacon and Company, Philadelphia, PA ca. 1815
  http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.10000006/default.html

- 1918 edition [2]
  Star Spangled Banner
  Composer – Smith, John Stafford, Lyricist- Key, Francis Scott,
  Publisher – Oliver Ditson, Boston, MA 1918
  http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100010134/default.html

- other examples from the sheet music menu

  The Star-Spangled Banner as performed by Whitney Houston at Super Bowl XXV,
  http://www.youtube.com/watch?v=YHmdu_L0zl

  Teacher created hand-out of Star Spangled Banner melody

  Blank composition paper

Inquiry-Based Instruction

Questioning

Reflecting

Researching

Creating

Discussing
I will start this lesson with a review of musical terms, symbols and notation. Students’ prior knowledge will include:

- notation of treble and bass clef pitches
- notation of whole/half/quarter/eighth/sixteenth notes and rests
- time signatures
- flats, sharps and naturals

After the review is complete I will begin the section that comprises the **Questioning Component of my APL** and ask the questions:

“**What is the name of our National Anthem?**” Star-Spangled Banner  
“**Who wrote the Star-Spangled Banner?**” John Stafford Smith—music, Francis Scott Key—lyrics

I expect that some students will at least know that Francis Scott Key wrote the text of the Star-Spangled Banner but many will not. After a brief discussion of these answers I will pose the question:

“**Is The Star-Spangled Banner 100% original to the United States of America?**”

I will then lead a brief discussion of the student answers asking them to elaborate on why they answered in the way they did. While some students will probably guess, I would think that a few of them will have picked up some of this information from veterans in their family, church or Boy Scouts/Girl Scouts.

Next, I will direct the students into the **Researching Component of my APL**.
Each student will be assigned to a computer in the computer lab. They will be instructed to go to www.loc.gov. (Library of Congress webpage) Once they are on the Library of Congress home page, they will click on digital collections. Once on this page I will ask the students on which tab do they think we will find information about The Star-Spangled Banner. Once student answers are heard, I will direct them to click on the Performing Arts tab. They will then be instructed to read the list of choices on the right hand side of the screen to find the best choice for finding the Star-Spangled Banner. After their answers are presented we will select the Patriotic Melodies link. On this page, students will browse the song collections and find The Star-Spangled Banner. They will then click on The Star-Spangled Banner link.

The students will read the information on this webpage about the origin of Star-Spangled Banner song collection and the Anacreontic Society.

The students will then be put into groups of 3 or 4 and will be instructed to examine the following links for the purpose of investigating the origin of The Star-Spangled Banner and also to compare and contrast the different versions of it over the years. The links:

a. The Anacreontic Song [1790?] - sheet music
b. Adams and Liberty 1798 - other materials
c. Handwritten Lyrics [1] - other materials
d. 1st poem printing, 1814
e. [ca. 1815] edition - sheet music
g. 2 additional examples from the sheet music list of group choice

Students will be given 15-20 minutes to investigate these links identifying the how the tune and lyrics evolved over the course of 125 years. Students will be instructed to look for similarities and differences concerning the music notation we reviewed at the beginning of class as well as the text style and composition.

Following this research, we will begin the Discussing Component of my APL.

The discussion will begin with asking questions dealing with the chronological order of examples, the differences in the melody and text (lyrics), the number of verses in the text. Students should notice the following points:

- the first two pitches of the original melody are different than what we know today.
- the time signature of the original is different (but related) than what we know today
- the use of the occasional raised fourth is absent from the original melody
- the melodic rhythm is different than what we know and surprisingly syncopated
- there are many different sets of lyrics that have been created to fit this particular melody (Anacreontic Song, Adams and Liberty, Star-Spangled Banner)
- the original title of Francis Scott Key’s poem was The Defense of Fort McHenry before it was changed to The Star-Spangled Banner
Following (or during) the discussion I will play the different versions of the melody on the piano for students to hear the differences in rhythm, melody and meter. I will do this in chronological order so the students can gain a better understanding of how the melody evolved over the years. After I have played the melodies on the piano, I will play a recording of The Star-Spangled Banner as performed by Whitney Houston at the Super Bowl.

At this point in the lesson, the students will be asked to sing the first verse of The Star-Spangled Banner as I accompany them on the piano. While I won’t expect perfection this first time, the students will be expected to put forth an effort to complete this task. After singing the song, students will be sent back to their groups to work on memorizing the first verse. This will be assessed later. While still in groups, the students will sing the first verse from memory as I accompany them on the piano.

Next, we will move into the **Creating Component of my APL**.

At this time the student groups will be instructed to write lyrics for a school song using the melody of The Star-Spangled Banner. Each group will receive a printed copy of the melody with space below the staff to write their lyrics in once they have been established. They will be reminded to use words and phrases that fit the rhythmic patterns of the melody and to be conscious that the words make sense. Also, remind the students that the lyrics should reflect pride and positive feelings toward our school. This portion of the lesson should
take about 20 minutes.

After this activity, we will move into the Reflection Component of my APL. The student groups will present the lyrics of their school song to the rest of the class. After all of the groups have presented their lyrics we will briefly discuss and reflect upon the creative activity and relate it to what they think the other lyricists went through when creating their lyrics. I will ask what was easy about the project and what was difficult as well.

<table>
<thead>
<tr>
<th>Assessment Rubric</th>
<th>Star-Spangled Banner</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyrics are written on blank sheet from memory with correct spelling and phrase order/structure.</td>
<td>All words are included and spelled correctly. Phrases are in proper order.</td>
<td>Most words are spelled correctly with only a couple of mistakes. Most phrases are in order with only 1-2 mistakes.</td>
<td>Many words are spelled correctly with 4-8 mistakes. Some phrases are in order both there are 3-4 mistakes.</td>
<td>Some words are spelled correctly but many are not. Some phrases are correct but many are not.</td>
<td></td>
</tr>
<tr>
<td>School Song</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lyrics will reflect pride and positive attitude toward our school</td>
<td>Lyrics completely reflect pride and a positive attitude about our school</td>
<td>Lyrics mostly reflect pride and positive attitude with 1 negative connotation.</td>
<td>Lyrics reflect pride and positive attitude with 2 negative connotations</td>
<td>Lyrics don't reflect pride and positive attitude. There are more than 2 negative connotations.</td>
<td></td>
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<tr>
<td>Words and phrases fit the melodic rhythm of the song</td>
<td>Words and phrases completely line up with the melodic rhythm of the song.</td>
<td>Words and phrases mostly line up with the melodic rhythm of the song with 1-2 mistakes.</td>
<td>Words and phrases somewhat line up with the melodic rhythm of the song with 3-4 mistakes.</td>
<td>Words and phrases don't line up with the melodic rhythm of the song with more than 4 mistakes.</td>
<td></td>
</tr>
<tr>
<td>Correct grammar is used</td>
<td>Correct grammar is used throughout the text.</td>
<td>Correct grammar is used throughout the text except for 1-2 mistakes.</td>
<td>Correct grammar is used throughout the text except for 3-4 mistakes.</td>
<td>Correct grammar is not used throughout the text with more than 4 mistakes.</td>
<td></td>
</tr>
<tr>
<td>Lyrics are written under the correct notation.</td>
<td>All text is written under the correct notation.</td>
<td>Most text is written under the correct notation except for 1-2 mistakes.</td>
<td>Some text is written under the correct notation except for 3-6 mistakes.</td>
<td>Little text is written under the correct notation with more than 6 mistakes.</td>
<td></td>
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</tbody>
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