**Activity Procedure**: (Might be completed in a two week period.)

In order to build background knowledge, a few days can be spent on the following activities (any reasonable order is appropriate):

 1. The classroom bulletin board may be decorated with flag and SSB, including demonstration and protest related items and posters including some important vocabulary words: patriotism, Battle of 1812, Fort McHenry, Star Spangled Banner, Vietnam War, protest, Woody Guthrie, etc. Add words as they come up during the lesson and refer to the bulletin board frequently during teaching.

1. Learn or review briefly (War of 1812 Power Point) about Francis Scott Key and the Battle of 1812 incident at Fort McHenry in which he wrote the Star Spangled Banner.
2. Discuss “patriotism” and learn more about it.
3. Choose one or two appropriate children’s books related to Francis Scott Key or the SSB or read parts of the books as appropriate on an ongoing basis in order to review and inspire feelings during the writing process.
4. Read together the SSB song lyrics.
5. Work in pairs or similar to discuss each stanza. Assign stanza to groups. Have them read the stanza aloud, copy the stanza, list any words they do not understand and answer questions together about the stanza. Groups should draw a picture that demonstrates the main ideas on poster paper.
6. Play the song “Anacreon in Heaven” so that students see that Key was setting the words to a tune he already know.
7. Listen to the song being delivered in a standard manner, perhaps by a military band.
8. Chant the song with teacher’s assistance to help memorize the words. Perhaps chant while actively dancing or while standing in a circle alternately saying the words. This procedure can be practiced daily or as often as appropriate.
9. Sing the song together at appropriate times, using written words as necessary, standing and with hand over heart if desired.
10. A few days into the lesson and after singing, have students write on a 3 x 5 card one thing about the song that made them have a feeling of patriotism. Collect cards.
11. The following day, list those patriotic feelings on the board and discuss.
12. Teacher demonstrates (with student assistance) choosing the three most important reasons why or ways in which we felt patriotic and prewrite details about these feeling. Teacher might demonstrate drawing a picture for and writing a description of two opinions, and then allow students to choose a third and write their own individual opinions.
13. Continue to read and review the children’s books, review the lyrics, chant, dance, sing often during the writing process in order to allow students to re-evaluate and re-determine their opinion positions.
14. Using large chart paper teacher demonstrates writing an essay based upon the prewriting information. Teacher demonstrates introduction, main body (probably 3 paragraphs with the 3 main ideas, well-reasoned), and conclusion. Teacher may make errors and use less than adequate description or reasoning, so that these corrections may be made during the demonstration of editing. Teacher may demonstrate drawing an illustration to accompany writing as well, or discuss illustrating a story and have each student draw their own illustration with caption and add to bulletin board.
15. Continue to sing, discuss, refer to bulletin board, read parts of stories before each day’s writing so that students will have renewed vigor and ideas to contribute.
16. Teacher demonstrates editing the writing with the assistance of students. Teacher asks questions like, does this introduction really and in an orderly manner tell the reader what to expect in our essay?, could the structure of this sentence be improved?, can we add details here to help the reader understand our feelings better?, could we add an adjective here to improve the detail in our writing?, are the paragraphs appropriately placed and is each one on topic?, does each paragraph have a clearly written topic sentence?, are there any spelling, punctuation, capitalization errors?, does the conclusion concisely restate or draw conclusions about the opinions stated?. Teacher makes lots of corrections, probably in different colored marker, so that students clearly see that even the teacher’s work needs lots of editing.
17. When students are not present, teacher may rewrite the essay with corrections. Teacher shows the work to student, but during the writing process, the messy edited version should remain in front of the room so that students are constantly aware of the need to rethink, revise and make corrections.
18. After formal writing is complete, students may work in small groups to create their own patriotic song to the tune of the Star Spangled Banner. They may complete two or three verses. They may write and illustrate their lyrics for publication and they may practice and perform the work during class.
19. Throughout the school year, students may continue to sing, chant, do simple dance movements with this song and others that we learn.