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July 14, 2014

What So Proudly We Hailed

Banner Moments Curricular Project

**Description of Project:**

My curricular project consists of a weeklong celebration of learning. My 8th grade U.S. History students and I will be spending a little over a week dissecting the War of 1812, it’s historical significance, battles, leaders, and the culmination of our national anthem. The project will touch all learners through audio, visual, concrete experience and reflective observation. My students will be able to identify with their national anthem at a much higher academic setting than previously before; studying the major historical developments that led to the Star-Spangled Banner.

**Learning Objectives:**

At the end of our “What So Proudly We Hailed” weeklong lesson, students will be able to reconstruct the developments that led to the War of 1812, interpret “historic” paintings and musical broadsides, and analyze the lyrics meanings, all the while giving their perspective on Francis Scott Key’s adventurous undertakings.

**Standards:**

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace

**Materials Used:**

Paper, Pencils, Pens, Highlighters: Yellow, Green, Pink, PDF Documents, Broadside printables, Poets and Patriots CD, The Battle of Fort McHenry (Official visitor center film) iPhone, Spotify music, Dodgeballs, Paper balls, Cardboard boxes

**Miscellaneous:**

My lesson plans for the unit on the War of 1812 last six days long. Each of my lessons have been designed around a forty-five minute class period.

Please use any/all of my lesson plans as you teach about the creation of our national anthem.

**Day 1**

Instrumental version of Star-Spangled Banner

Pop Quiz

Analyze the lyrics

Individual, partner, small group collaboration – class discussion

(historical significance, things of interest, words and terms I don’t understand)

\*See attachment for pop quiz paper\*

\*See attachment for document analysis highlighter activity\*

**Day 2**

Have Poets and Patriots CD playing as children enter room, Disc one, tracks one and two

Open up working document for each individual class^

Re-visit highlighted material

Lecture Day! Class lecture and discussion

\*See PowerPoint\*

**Day 3**

Have Poets and Patriots CD playing as children enter room, Disc one, track 6

Broadside Distribution

Teacher sings the Star-Spangled Banner

Athletic melody and civic duty discussion

Discussion of civic duty as there isn’t one specific way in which it needs to be sung

Listen to different variations of national anthem (Whitney Houston, Jimi Hendrix, Jose Feliciano

Begin singing as a class (chunking the song as we go)

**Day 4**

The Defense of Fort McHenry reenactment

Battle of Baltimore September 13-14 1814

**Day 5**

Begin with DVD clipping of the defense of Fort McHenry

Discuss re-creation

Hand out perspective paper (essay assignment)

Hand out perspective paper assignment (due Monday)

\*See attachment for perspective paper guidelines and rubric\*

**Day 6**

Students turn in paper

Test on the war of 1812

**Day 1 in detail**

Bell Work: Please take out a pencil and clear everything else off of your desk.

Students will listen to an instrumental version of the Star-Spangled Banner. Once completed, they will be given a pop quiz. The pop quiz will be blank and students will be asked to write out the Star-Spangled Banner in its entirety.

Once completed, students will be assured that the quiz is not going into their official grades, yet, it’s imperative we see how “well” we’ve done individually.

Once scores have been recorded, students are to put their quizzes away and prompted to take out a pen(cil) and their three highlighters (yellow, green, pink)

Students will then be handed the lyrics to the Star-Spangled Banner and asked to read through the lyrics and individually annotate the lyrics. Once, completed, students are to work with another student (partners) and discuss what the other has highlighted. Once completed, small partner groups are to find another partner group to share their information. After the groups of four have discussed, this will be on the board:

As a group of four, what is the main historical significance?

What is of interest?

What are you still struggling to understand?

Once completed, we will create a document specific to that class as to what we need to look into moving on to day 2.

**Day 2 in Detail**

Bell Work: Think back to yesterdays “oh-so-fun” pop quiz. What do you know about our country’s national anthem you previously did not? Please be ready to share with a partner

^This document will look different for each individual class you teach. Please be advised that student responses vary depending upon age and academic ability. The take home of this assignment/lesson is to create a deeper connection with that class with regards to their understanding of our nations national anthem.

\*Prezi/PowerPoint can be found in the attachments page\*

**Day 3 in Detail**

Begin at classroom door, handing out broadsides to students with Star-Spangled Banner playing instrumentally in the background

Bell Work Question(s): We’ve discussed the Star-Spangled Banner for two days now, explain to me it’s historical significance using the vocabulary from our unit

**Day 4 in Detail**

Head down to the gymnasium, chunking the SSB, singing it in its entirety then heading into the gym

Re-creation of The Defense of Fort McHenry in the St. John’s Gymnasium

Appoint students to defend the fort (give students paper they can roll up to throw)

Appoint other students to be British Navy and “bomb” Fort McHenry with dodgeballs

Appoint three students to be Skinner, Dr. Beans, and Francis Scott Key

Run the simulation with frequent pauses to interject historical information

Create playlist on Spotify with cannons bursting, men yelling

Have AC set to low and discuss the weather that day/night

Have students in Fort McHenry raise the flag once the bombardment ceases

Return to classroom for a discussion on simulation

Have students write a quick paragraph reflection on the simulation

**Day 5 in Detail**

Show a few scenes from the film The Defense of Fort McHenry

Discuss re-creation from previous day: talking points include…what side were you on? How did it make you feel? What did you take away from yesterday that you previously didn’t before?

Hand out essay assignment

Discuss paper and what it entails

\*See attachment for paper guidelines and rubric\*

**Day 6 in Detail**

Test on the war of 1812

1. Multiple Choice
2. Map identification
3. True/False
4. Matching
5. Fill in the blank Star-Spangled Banner lyrics (same “pop quiz” from day 1)