**Sound Analysis of the Star Spangled Banner**

Ashley Jones, Mary Voss, and Samantha Niederman

6th Grade

**Standards**

IL-ISBE-ELA-CC-2010.6.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**Resources**

Library of Congress [www.loc.gov](http://www.loc.gov)

Library of Congress: *Star Spangled Banner* <http://www.loc.gov/jukebox/recordings/detail/id/3793>

Library of Congress: Teacher’s Guide: Analyzing Sound Recordings

<http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf>

**Materials**

Computer

Speakers

LOC Teacher’s Guide: Analyzing Sound Recordings

<http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sound_Recordings.pdf>

LOC Website sound recording of *Star Spangled Banner*

<http://www.loc.gov/jukebox/recordings/detail/id/3793>

**Objective**

The students will listen to and create meaning from a sound recording, *Star Spangled Banner* by identifying the Five W’s (who, what, when, where, and why).

**Procedure**

1.Discuss background knowledge about the song, *Star Spangled Banner*.

* What is the *Star Spangled Banner*? Why is it important?
* Where do we hear the *Star Spangled Banner*?
* Who wrote it? Why did the composer write this song?
* What does the song mean to you?

2.Give students a copy of the *Teacher’s Guide: Analyzing Sound Recordings*. Preview questions with the students and clarify any information.

3.Play sound recording of the, *Star Spangled Banner.*Students will answer questions while listening to the recording.

4.Play the sound recording a second time to allow students to create deeper meaning to the song. Ask students to go into greater detail when answering questions.

5.Conduct a Grand Conversation about the song identifying any questions, feelings, and new information learned from the activity.

**Adaptations**

For students with hearing impairments, an individual laptop with headphones will be provided.

For students who struggle with reading, they will be able to listen to the recording as well as preview questions before listening to the recording.

For ELL students, we chose a sound recording that had no words. This allows then to listen to the sound recording and create their own meaning. Students can also discuss the questions in small groups to allow practice with the language.

**Reflection**

**Rubric**

|  | **Always (5 pts)** | **Usually (4 pts)** | **Sometimes (3 pts)** | **Rarely (2 pts)** | **Never (1 pt)** |
| --- | --- | --- | --- | --- | --- |
| Grammar (1.000, 33%) | Student had no miscues with their work. | Student had 1 or 2 minor grammatical errors in their written response. | Student had few major grammatical errors in their written response. | Student had more than 5 grammatical errors in their written response. | Student had more than 5 grammatical errors in their written response, making it unreadable. |
| Written Response (1.000, 33%) | Student answered all questions thoroughly. | Student answered all questions, with sufficient detail. | Student answered most questions with sufficient detail. | Student answered some questions, without much detail. | Student answered no questions. |
| Oral Response (1.000, 33%) | Student participated in oral discussion providing supporting detail. | Student participated in oral discussion providing some supporting detail. | Student somewhat participated in oral discussion, providing some supporting detail. | Student only participated in oral discussion when called upon by instructor. | Student didn't participate in oral discussion whatsoever. |