

## STAR SPANGLED BANNER REBUS

Learning Objectives: Students will:

1. Identify important customs, symbols, and celebrations that represent American beliefs and principles and that contribute to our national identity.
2. Work cooperatively with classmates to complete a project
3. Create a visual representation of the Star Spangled Banner

TEKS: SS 2.14B, 2.19

Materials Needed: example of rebus

Vocabulary: ramparts, banner, spangled, anthem

Teaching Strategy:

1. Introduce lesson by leading the class in singing our national anthem.
2. Ascertain if students understand all the lyrics of the anthem. If available, read *The Star Spangled Banner* by Peter Spier or another children's book to the class.
3. All students will create a rebus of the first verse of "The Star Spangled Banner." Explain what a rebus is by displaying an example on the screen.
4. Students will complete the rebus on the attached sheet that contains the verse, with blanks where drawings should be added.
5. Students may share their rebus with each other, or they could be displayed in the classroom.

Extension for G/T

Students will create a rebus for the Pledge of Allegiance or another patriotic song, using as many symbols as possible.

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little



How



wonder what



are



above the

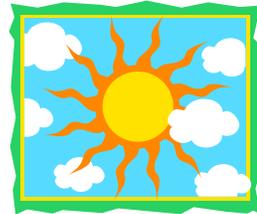


so high

Like a



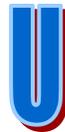
in the



Twinkle, twinkle, little



How I wonder what



The  Spangled Banner

Oh, say, can \_\_\_\_\_

By the \_\_\_\_\_ early \_\_\_\_\_

What so proudly we hailed at the \_\_\_\_\_ last gleaming?

Whose broad \_\_\_\_\_ and bright \_\_\_\_\_

Thru the perilous \_\_\_\_\_,

O'er the ramparts we \_\_\_\_\_ were so gallantly streaming?

And the \_\_\_\_\_ glare, the \_\_\_\_\_ bursting in  
air,

Gave proof through the \_\_\_\_\_ that our  
\_\_\_\_\_ was still there.

Oh, say does that \_\_\_\_\_ spangled banner yet \_\_\_\_\_

O'er the \_\_\_\_\_ of the free and the \_\_\_\_\_ of the brave.