

Special Thanks to Mike Beardt, teacher at White River Public School District, who provided both the Lakota lyrics, and the English Translation.

Grade Level: 5th

Targeted Content: Writing Integrated Content: Social Studies

State Content Standard and/or Common Core Standard(s):

Target Standard(s): 5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Instructional Setting: Check all that apply:

Whole Group	<input checked="" type="checkbox"/>	Centers		Other (list)	
Small Group	<input type="checkbox"/>	Workshop			
Individual Student	<input checked="" type="checkbox"/>	Lab			

Lesson Focus: Students will learn about the Lakota Flag song, decipher its meaning, and then write their own anthem for something that is important to them. They will then use peer editing to create a final draft.

Learning Outcome(s):

As a result of this lesson students will create an anthem that is personal, and with three or less errors.

Assessment Measures:

Formative Assessment(s): During the lesson I will walk around the room and observe the student work. I will monitor peer interactions, and confer with the groups to assess how the editing process is going. Additionally, they will fill out the edit/revision packet, and I will use this to see their thought process during edit/revision as well as where point of error might have taken place.

Summative Assessment(s): The summative assessment will take place when they hand in their final draft. I will look for proper capitalization and grammar usage, and would like to see no more than three errors.

Differentiation: If a child cannot read the lyrics, or has trouble with comprehension, they can partner read, or I can read the lyrics to them. If a child does not have the fine motor skills to write or type, myself, a paraprofessional, or a partner can help them with this task as long as the child is telling them exactly what to write.

Materials: Computers, word processor, printer, writing journal, pencil, Internet access, Smart Board, over head projector, Flag Song lyrics handout, edit/revision handout.

Introduction: “What are these lyrics from? Oh, say can you see, by the dawn’s early light, what so proudly we hailed?” I will then wait to see responses. The students will tell me that it is the National Anthem. Then I will say, “Did you know there is another anthem? A Lakota soldier wrote it on his way home from WWI. I would then pull up the Lakota Flag song being sung on Youtube on <https://www.youtube.com/watch?v=d-xYnT3rUyM>. I

Procedures for Teaching and Learning:

Demonstration

1. Introduction: Introduce the Lakota Flag song, give them the handout with the Lakota/English lyrics, and play the video.
2. Explain the background of the Lakota Flag song to the whole group:

A Lakota Soldier wrote it on his way home from WWI. At the time Native Americans were not considered citizens of the United States of America. Although they were not considered citizens of the United States by the US government, the Lakota people saw WWI as a chance to prove that they were still a warrior nation, and that the United States was their home, their country, rather the government acknowledged it or not. The Flag Song reflects the Lakota soldier’s love for his people, his culture, and his country.

3. Place the Flag Song lyric handout on the overhead projector/Document Camera. Explain that an anthem honors something that is important to them. Next, go over the first paragraph with a highlighter and highlight anything that shows the author writing something important to them.

Shared Demonstration

4. Move on to the second paragraph. Read a line, then have the class raise their hands and tell me what they think should be highlighted on the projector.
5. During this time, check to see if there is any confusion, or misconceptions. I will do this through observation, and questioning.

Guided Practice

6. Ask the students to get their writing journals out, as well as something to write with.
7. Ask one of the students to come to the board and write a sentence about something that is important to them. Use this time to remind them that this should be something that is very important to them: I.E. family, friends, country, and not just something they like such as basketball.
8. Have the students all write what this child wrote on the board.
9. Next, ask another student to come up and add another sentence supporting the theme of this anthem. Discuss the importance of staying on topic, and using vivid imagery.
10. Repeat this process several more times until observations tell me the children are ready for Independent Writing time.

Independent Writing

11. Tell the students that they will now write their own anthem. They will need to make it at least two paragraphs, and use strong, vivid language.
12. Tell them that once they are finished writing their rough draft, they will need to confer with a shoulder partner using the Edit/Revise packet. Once they have the final draft done, they will need to type it up, and hand it.
13. Spend the rest of the Independent Writing time conferring with students, observing the student writing and edit/revising progress.

Closure: After about 25-30 minutes, bring the group back together and go over what was learned that day: writing personally, and using our edit/revision skills. Check for any struggling students, and remind all students that it is important to write from the heart, and try to create vivid language in their writing.

Assignment: The assignment is the final draft of the Anthem.