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Common Threads and Surprises? Messages in the National Anthems of the World

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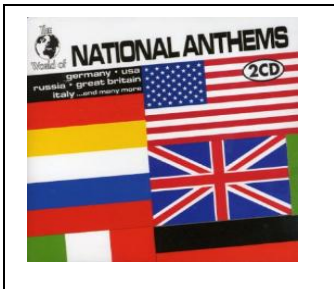
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Common Threads and Surprises? Messages in the National Anthems of the World

Background on the MISIC project that produced this model lesson: This model lesson was developed as part of a collaboration between MISIC, the Library of Congress, Teaching with Primary Sources program at Illinois State University, and the Geographical Alliance of Iowa at UNI to provide model lessons for Geography and the CCSS Literacy Standards. The lessons are part of a unit taught by a secondary teacher from a MISIC member district. The learning activities and assessments were designed after reflection about the learning targets (standards), student development (whole child concepts), how students retain and retrieve learning, and common misunderstandings of the content in the lessons. The lessons model the two pillars of the Iowa Core literacy standards: standard 1 dealing with evidence and standard 10 dealing with text complexity and varied text sources. While the lessons may contribute to standards not listed the intent of this model lesson was to select/align targets that were directly impacted by learning activities and assessments.

Invitation to look at the lesson: The Olympics and national anthems seem to go hand in hand. Have you ever taken the time to analyze what is in the lyrics of an anthem? What does it say about the values and priorities of a nation? What you find just might shock you! Would you proudly sing some of the lyrics of anthems from around the world? We are about to find out!



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November 30, 2012

<http://c3.cduniverse.ws/resized/250x500/music/462/6863462.jpg>

Summary of this Geography lesson: Few things are more intrinsically important to a nation as its national anthem. It gives us a sense as to the values and priorities that a nation is founded on. One of the most emotional and televised uses of a national anthem is during the Olympic Games awards ceremony. In this lesson, students will analyze national anthems from around the world and determine which anthems they feel would best represent their ideals and beliefs about democracy and patriotism and those that they feel are against their belief system. What varied messages can be found from national anthems from around the world? You may not look at a medal awards ceremony the same way again!

[Overview/](#) [Materials/](#) [Historical Background/](#) [LOC Resources/](#) [Standards/](#) [Procedures/](#) [Evaluation/](#) [Rubric/](#) [Handouts/](#) [Extension](#)

Overview		Back to Navigation Bar
Objectives	<ul style="list-style-type: none"> • Look at the similarities and differences between the National Anthems of the United States and the United Kingdom • Analyze the meanings of the lyrics of anthems from around the world • Select which national anthems either represent or not represent their ideals and beliefs 	
Recommended time frame	4 Days	
Grade level(s)	11 th Grade	
Curriculum fit	Cultural geography and nation building	
Materials	Star Spangled Banner and War of 1812 Handout	

	<p>http://www.si.edu/Encyclopedia_SI/nmah/starflag.htm <u>Union Jack Handout</u> http://www.royal.gov.uk/MonarchUK/Symbols/UnionJack.aspx <u>Venn Diagram Worksheet</u> http://www.math-aids.com/cgi/pdf_viewer.cgi?script_name=venn_2set_graphic.pl&lines=0&language=0&memo=&answer=1&x=160&y=33 <u>Attached to the Handouts of this Lesson</u></p>
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Iowa Learning Standards

[Back to Navigation Bar](#)

	<p style="text-align: center;"><u>Geographical Habits of Mind</u></p> <p>Interconnections: How our world is connected. Today more than ever, every place in our world is connected to every other place. To understand the far-reaching implications of decisions, one must understand how human and natural systems connect places to each other.</p> <p style="text-align: center;"><u>Themes of Geography</u></p> <p>Region A region is an area that is defined by certain similar characteristics. Those unifying or similar characteristics can be physical, natural, human, or cultural.</p> <p>Place A place is an area that is defined by everything in it. All places have features that give them personality and distinguish them from other places.</p> <p style="text-align: center;"><u>MISIC Geography Standards</u></p> <p>SS .09.12.05.02 Compare and contrast belief systems on a national and a global level.</p> <p style="text-align: center;"><u>Iowa Core Literacy Speaking and Listening Standards</u></p> <p>SL.11-12.03 Evaluate a speaker’s point of view, reasoning, and <u>use of evidence</u> and rhetoric, <u>assessing the stance</u>, premises, links among ideas, <u>word choice</u>, points of emphasis, and <u>tone used</u>.</p> <p style="text-align: center;"><u>Iowa Core Literacy Writing Standards</u></p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information <u>clearly and accurately through the effective selection, organization, and analysis of content</u>.</p> <p style="text-align: center;"><u>Iowa Core Literacy Reading Standards</u></p> <p>RST.11-12.2 .Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p style="text-align: center;"><u>Iowa Core Curriculum 21st Century Skills</u></p> <p>ES.09-12.02.01 Adapt to varied roles, responsibilities and expectations.</p>
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Learning

	<p>Memory (Short term and long term) are important considerations to keep in mind during lesson development. Students need a chance to transfer short term memory to long term memory or they will “dump” much of the new learning. The lesson has been broken up into small learning objectives to allow for learning to match up to student requirements for success. For example, the American and United Kingdom’s national anthems are utilized to show how friends can become enemies and then friends again with anthems that appear to be foreign to each other. Another example of this is to keep the lyrics and the music separate as a way to clarify the importance of each objective.</p> <p>The lesson also supports learning by having a focus, relevant content, ramped activities to reduce stress, and provides for student “accountable talk time.”</p>
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Student Development

	<p>Students at any age learn receive input through their senses. They like to see, feel, and touch items to help them remember. This activity incorporates all of the senses to help accomplish the goal of student retention. Teens today and yesterday love music! The role of music is a great asset to this unit. Many</p>
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anthems are marches which have a beat that students will appreciate.

15-18 year olds reach higher levels of abstract thinking and problem solving. They can choose purposes, make plans, and carry them out, and evaluate the results. This set of lessons provides students with the opportunity to discover how words inspire and reflect national origins. The speech students will give allows them to make a plan and self-evaluate. Connected with this 15-18 year olds are developing a personal philosophy. This set of lessons uses activities that have them identify their ideals and beliefs.

Procedures

[Back to Navigation Bar](#)

*The number of days is an estimate and could go faster than 4 days.

Day One*:

1. Put the geographical literacy question this set of lessons is about on the board:
 - A. What role does a national anthem have on psyche of a nation and the world?
 - B. How can patriotism be a positive for a nation? How can it also be a negative?
 - C. Does an anthem give us an accurate view of a nation's values today or from events from the past?

2. Bell Ringer: Show the following video of the Chinese national anthem being played at the 2012 Para Olympic Games in London: http://www.youtube.com/watch?v=eQf_O7dEnqc

Ask the class, "Was it an inspiring song?"

Next, show the lyrics for the Chinese Anthem (provided in handouts) from the following website:
<http://chineseculture.about.com/od/musicinchina/a/Nationalanthem.htm> The website provides the teacher with some interesting background information about the Chinese anthem.

Ask the class, "How do you feel when reading the words without the music?"

3. Next, Listen to the National Anthem of the United States at the following location from the Library of Congress and look at the picture as well.

Anthem:
<http://lcweb2.loc.gov/diglib/ihas/loc.natlib.jukebox.5669/default.html>

4. Next, Listen to the Music from the National Anthem of the United Kingdom.

<http://www.youtube.com/watch?v=AwziS2aE6Ww>

5. Next, have the class in pairs read the historical write-ups over the history of the National anthems. Both documents in handouts.

Star Spangled Banner:
http://www.si.edu/Encyclopedia_SI/nmah/starflag.htm

Union Jack:
<http://www.royal.gov.uk/MonarchUK/Symbols/UnionJack.aspx>

What is the irony between these two national anthems? Use a Venn Diagram to show the similarities and differences in pairs. The Venn Diagram is located in the handout section of the lesson.

<http://img.docstoccdn.com/thumb/orig/24967376.png>

Go over the similarities and differences students have created in groups of two. Have students turn in the Venn diagrams they did in pairs. Some of these similarities and differences could be:

Similarities: Governmental authority, military reference, patriotism, and values of the United States and the United Kingdom.

Differences: The American national anthem involves removing the power of the queen and the United Kingdom's anthem is about protecting the queen.

Day Two:

1. **Bell Ringer:** Hand out the listing of countries of the world. Have them with a highlighter mark the countries of the world they have heard of. Who knew the most? Which ones have none of the students heard of?
2. Quickly review the Venn diagrams from yesterday. What are the similarities and differences between the two anthems?
3. Read the handout over patriotism which is attached to this unit. Is patriotism always a good thing? Can it be taken too far and what consequences can this have to a nation and the world?
4. Have the class go to the following website to look and listen to national anthems of the world.
<http://www.flagdom.com/flag-resources/national-anthems/>
5. Make a list of the five songs and 5 lyrics that they feel are the most interesting. This form is attached to the forms part of this lesson.

Day Three:

1. **Bell Ringer:** The British outlawed the use of bagpipes when they controlled the area of Scotland. Watch the following video of a group playing the song "Scotland the Brave." Why do you think they outlawed bagpipes?
<http://www.youtube.com/watch?v=gdYiGgzNQL8>
2. Next, have them imagine they were starting a new country of the world. Have them find the one national anthem that they feel best represents their beliefs and ideals about democracy and one that least represents their beliefs and ideals about democracy. They can return to this URL for anthems.
<http://www.flagdom.com/flag-resources/national-anthems/>
3. They will need to share the anthems that they chose and write that speech. They will also deliver a speech to a small group tomorrow as to why they chose the anthems they selected.

Day Four:

1. Students will deliver their speeches today and explain why they chose the anthems that they did. Were there any similarities or differences between students in the class? What motivations do you feel drives a country with their national anthems?

Evaluation

[Back to Navigation Bar](#)

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2251641&

Extension

[Back to Navigation Bar](#)

1. Use the following book from **Prairie Lakes AEA** for further reference:
**Fort McHenry AEA # (449904)
975.2/BUR; Burgan, Michael; K-12 books, I, 48p, Follett, 2010; 1604135204**
2. Go to the CIA Fact Book website:
<https://www.cia.gov/library/publications/the-world-factbook/docs/flagsoftheworld.html>
What are their favorite flags? What are the most interesting stories of why the flags were designed the way that they were? For example how does the flag model the difference between Great Britain, United Kingdom, and the British Isles?
3. Write a story from the perspective of a soldier inside Fort McHenry when the Star Spangled

Banner was written. What did you see and feel? Why do the words still bring Americans to tears even today?

4. Read the following extension over patriotism in America:

<http://lindasog.com/military/defining.htm>

What aspects do you feel are most important when it comes to patriotism? Can too much patriotism be a good thing? Put the quote by Samuel Adams at the beginning of the excerpt in your own words.

5. Have students look at the national anthem from a nation of the world. Have them draw a picture of what they feel the lyrics are about. This will be great for those kinesthetic students or those that are artistically inclined.

Background Information and Misconceptions

[Back to Navigation Bar](#)

Have you ever watched the medal awards ceremony at the Olympic Games? It is awe inspiring to watch an athlete spend years of their life to achieve the goal of being the best athlete in their sport. It is emotionally attached with a great deal of national pride as their flag is flown above all others and their anthem is proudly played during the award ceremony televised to an audience of millions. It is quite common to see the athlete quietly sing the words of their anthem as the cameras pan their achievement. Have you ever thought about the actual words to the national anthems of the world? It may shock you to know what is in the words.

The concept of nationhood is a complex topic. The historical and cultural reasons for a group of people to found a new country are very diverse. Was it because of a revolution that occurred? Maybe one part of a nation decided to go a different route than others?

The lyrics are very revealing. It is interesting to hear that meaning of the words that have been selected. Quite often they are made of quite graphic lyrics and are set to a military beat. There is no doubt as to the founding of many nations of the world due to the national anthem they have selected to represent themselves to the world.

Students will be looking at national anthems from around the world to see which lyrics they think represent or do not represent their ideals. Do they prefer a military themed anthem or one of peace and unity? We are about to find that question out.

This set of lessons will fit in well to show about how and why nations are founded. The reasons for a nation's foundation can often be seen in the lyrics of their national anthem. It is important to analyze why people have decided to start a nation and this fits in perfectly for a unit on nation building and cultural history.

One major misconception is that all nations began the same way as the United States. Since students have been exposed to American history it may come as a shock that there are varied ways that a nation has taken precedent. Was it by war? Could it have been social or humanitarian reasons? This will be one challenge that students will need to overcome.

Related to the misconception above is how involved America has been in the establishment and meaning of nations and subsequently their anthems. When America established itself as a nation the reasons and morals of this event was an inspiration for many emerging countries. In another light, many nations that do not share a common culture or priorities as the United States will use us as a rationale to go against our ideals. The thing that students will need to understand is that we have been so involved, right or wrong, with the issues of the world that we have played a role in the emergence of countries from around the world.

The main goal will be to appreciate anthems and their meaning as windows into national origin. What words do students feel would represent their ideas and beliefs? This will allow them the opportunity to analyze and make connections to the lyrics and meanings of national anthems from around the world.

Primary Resources

[Back to Navigation Bar](#)

	<p>The Star Spangled Banner [Popular music]</p>	<p>Matrix number [Pre-matrix A-]336/5.</p>	<p>http://lcweb2.loc.gov/diglib/ahas/loc.natlib.jukebox.5669/default.html</p>
	<p>The Star Spangled Banner</p>	<p>Digital ID: (digital file from color film copy transparency) cph 3g14758 http://hdl.loc.gov/loc.pnp/cph.3g14758</p>	<p>http://www.loc.gov/pictures/resource/cph.3g14758/</p>
	<p>Star-Spangled Banner and the War of 1812</p>	<p>The Star-Spangled Banner Project National Museum of American History, Behring Center In cooperation with Public Inquiry Services, Smithsonian Institution, November 2004</p>	<p>http://www.si.edu/Encyclopedia_SI/nmah/starflag.htm</p>
	<p>The History of the Union Jack.</p>	<p>The Official Website of the British Monarchy.</p>	<p>http://www.royal.gov.uk/MonarchUK/Symbols/UnionJack.aspx</p>
	<p>"United we stand for civilization and peace!"</p>	<p>Reproduction Number: LC-DIG-ppmsca-28707 (digital file from original print)</p>	<p>http://www.loc.gov/pictures/resource/ppmsca.28707/</p>
	<p>Music and Lyrics for "God Save the Queen".</p>	<p>British National Anthem</p>	<p>http://www.youtube.com/watch?v=AwziS2aE6Ww</p>

Rubric

[Back to Navigation Bar](#)

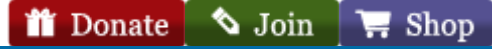
Oral Presentation Rubric: National Anthems of the World Oral Presentation

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood. Mispronounces multiple times.
Content	Shows a full understanding of the topic involving national anthems of the world. %100 of the information is accurate through effective selection, organization, and analysis of content.	Shows a good understanding of the topic involving national anthems of the world. %85 of the information is accurate through effective selection, organization, and analysis of content.	Shows a good understanding of parts of the topic involving national anthems of the world. %70 of the information is accurate through effective selection, organization, and analysis of content.	Does not seem to understand the topic very well involving national anthems of the world.
Stays on Topic	Stays on topic all (100%) of the time involving national anthems of the world. %100Adaptation to varied roles, responsibilities, and expectations of the unit.	Stays on topic most (99-90%) of the time involving national anthems of the world. %85 Adaptation to varied roles, responsibilities, and expectations of the unit.	Stays on topic some (89%-75%) of the time involving national anthems of the world. %70 Adaptation to varied roles, responsibilities, and expectations of the unit.	It was hard to tell what the topic was.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.
Use of Evidence and Content Vocabulary	100% use of correct evidence and specific content vocabulary utilized shown by word choice, points of emphasis, and tone used.	85% use of correct evidence and specific content vocabulary utilized shown by word choice, points of emphasis, and tone used.	70% use of correct evidence and specific content vocabulary utilized shown by word choice, points of emphasis, and tone used.	No evidence or specific content vocabulary utilized.

Copy Ready Handouts

[Back to Navigation Bar](#)



[Home](#) > [Encyclopedia Smithsonian](#) > [History and Culture](#)



Star-Spangled Banner and the War of 1812

The original Star-Spangled Banner, the flag that inspired Francis Scott Key to write the song that would become our national anthem, is among the most treasured artifacts in the collections of the Smithsonian's National Museum of American History in Washington, D.C.



QUICK FACTS ABOUT THE STAR-SPANGLED BANNER FLAG

- Made in Baltimore, Maryland, in July-August 1813 by flagmaker Mary Pickersgill
- Commissioned by Major George Armistead, commander of Fort McHenry
- Original size: 30 feet by 42 feet
- Current size: 30 feet by 34 feet
- Fifteen stars and fifteen stripes (one star has been cut out)
- Raised over Fort McHenry on the morning of September 14, 1814, to signal American victory over the British in the Battle of Baltimore; the sight inspired Francis Scott Key to write "The Star-Spangled Banner"
- Preserved by the Armistead family as a memento of the battle
- First loaned to the Smithsonian Institution in 1907; converted to permanent gift in 1912
- On exhibit at the National Museum of American History since 1964
- Major, multi-year conservation effort launched in 1998
- Plans for new permanent exhibition gallery now underway

MAKING THE STAR-SPANGLED BANNER

In June 1813, Major George Armistead arrived in Baltimore, Maryland, to take command of Fort McHenry, built to guard the water entrance to the city. Armistead commissioned Mary Pickersgill, a Baltimore flag maker, to sew two flags for the fort: a smaller storm flag (17 by 25 ft) and a larger garrison flag (30 by 42 ft). She was hired under a government contract and was assisted by her daughter, two nieces, and an indentured African-American girl.

The larger of these two flags would become known as the “Star-Spangled Banner.” Pickersgill stitched it from a combination of dyed English wool bunting (red and white stripes and blue union) and white cotton (stars). Each star is about two feet in diameter, each stripe about 24 inches wide. The Star-Spangled Banner’s impressive scale (about one-fourth the size of a modern basketball court) reflects its purpose as a garrison flag. It was intended to fly from a flagpole about ninety feet high and be visible from great distances. At its original dimensions of 30 by 42 feet, it was larger than the modern garrison flags used today by the United States Army, which have a standard size of 20 by 38 feet.

The first Flag Act, adopted on June 14, 1777, created the original United States flag of thirteen stars and thirteen stripes. The Star-Spangled Banner has fifteen stars and fifteen stripes as provided for in the second Flag Act approved by Congress on January 13, 1794. The additional stars and stripes represent Vermont (1791) and Kentucky (1792) joining the Union. (The third Flag Act, passed on April 4, 1818, reduced the number of stripes back to thirteen to honor the original thirteen colonies and provided for one star for each state — a new star to be added to the flag on the Fourth of July following the admission of each new state.) Pickersgill spent between six and eight weeks making the flags, and they were delivered to Fort McHenry on August 19, 1813. The government paid \$405.90 for the garrison flag and \$168.54 for the storm flag. The garrison flag would soon after be raised at Fort McHenry and ultimately find a permanent home at the Smithsonian Institution’s National Museum of American History. The whereabouts of the storm flag are not known.

THE WAR OF 1812 AND THE BURNING OF WASHINGTON

Although its events inspired one of our most famous national songs, the War of 1812 is itself a relatively little-known war in American history. Despite its complicated causes and inconclusive outcome, the conflict helped establish the credibility of the young United States among other nations. It also fostered a strong sense of national pride among the American people, and those patriotic feelings are reflected and preserved in the song we know today as our national anthem.

Britain’s defeat at the 1781 Battle of Yorktown marked the conclusion of the American Revolution and the beginning of new challenges for a new nation. Not even three decades after the signing of the Treaty of Paris, which formalized Britain’s recognition of the United States of America, the two countries were again in conflict. Resentment for Britain’s interference with American international trade and impressment of American sailors combined with American expansionist visions led Congress to declare war on Great Britain on June 18, 1812.

In the early stages of the war, the American navy scored victories in the Atlantic and on Lake Erie while Britain concentrated its military efforts on its ongoing war with France. But with the defeat of Emperor Napoleon’s armies in April 1814, Britain turned its full attention to the war against an ill-prepared United States. Admiral Alexander Cochrane, the British naval commander, prepared to attack U.S. coastal areas, and General Robert Ross sought to capture towns along the East Coast to create diversions while British army forces attacked along the northern boundaries of the United States.

In August 1814, General Ross and his seasoned troops landed near the nation’s capital. On August 24, at Bladensburg, Maryland, about 30 miles from Washington, his five-thousand-member British force defeated

an American army twice its size. That same night, British troops entered Washington. They set fire to the United States Capitol, the President's Mansion, and other public buildings. The local militia fled, and President James Madison and wife Dolley barely escaped.

THE BATTLE OF BALTIMORE

With Washington in ruins, the British next set their sights on Baltimore, then America's third-largest city. Moving up the Chesapeake Bay to the mouth of the Patapsco River, they plotted a joint attack on Baltimore by land and water. On the morning of September 12, General Ross's troops landed at North Point, Maryland, and progressed towards the city. They soon encountered the American forward line, part of an extensive network of defenses established around Baltimore in anticipation of the British assault. During the skirmish with American troops, General Ross, so successful in the attack on Washington, was killed by a sharpshooter. Surprised by the strength of the American defenses, British forces camped on the battlefield and waited for nightfall on September 13, planning to attempt another attack under cover of darkness.

Meanwhile, Britain's naval force, buoyed by its earlier successful attack on Alexandria, Virginia, was poised to strike Fort McHenry and enter Baltimore Harbor. At 6:30 AM on September 13, 1814, Admiral Cochrane's ships began a 25-hour bombardment of the fort. Rockets whistled through the air and burst into flame wherever they struck. Mortars fired 10- and 13-inch bombshells that exploded overhead in showers of fiery shrapnel. Major Armistead, commander of Fort McHenry and its defending force of one thousand troops, ordered his men to return fire, but their guns couldn't reach the enemy's ships. When British ships advanced on the afternoon of the 13th, however, American gunners badly damaged them, forcing them to pull back out of range. All through the night, Armistead's men continued to hold the fort, refusing to surrender. That night British attempts at a diversionary attack also failed, and by dawn they had given up hope of taking the city. At 7:30 on the morning of September 14, Admiral Cochrane called an end to the bombardment, and the British fleet withdrew. The successful defense of Baltimore marked a turning point in the War of 1812. Three months later, on December 24, 1814, the Treaty of Ghent formally ended the war.

Because the British attack had coincided with a heavy rainstorm, Fort McHenry had flown its smaller storm flag throughout the battle. But at dawn, as the British began to retreat, Major Armistead ordered his men to lower the storm flag and replace it with the great garrison flag. As they raised the flag, the troops fired their guns and played "Yankee Doodle" in celebration of their victory. Waving proudly over the fort, the banner could be seen for miles around—as far away as a ship anchored eight miles down the river, where an American lawyer named Francis Scott Key had spent an anxious night watching and hoping for a sign that the city—and the nation—might be saved.

THE INSPIRATION OF FRANCIS SCOTT KEY: FROM POEM TO ANTHEM

Before departing from a ravaged Washington, British soldiers had arrested Dr. William Beanes of Upper Marlboro, Maryland, on the charge that he was responsible for the arrests of British stragglers and deserters during the campaign to attack the nation's capital. They subsequently imprisoned him on a British warship.

Friends of Dr. Beanes asked Georgetown lawyer Francis Scott Key to join John S. Skinner, the U.S. government's agent for dealing with British forces in the Chesapeake, and help secure the release of the civilian prisoner. They were successful; however, the British feared that Key and Skinner would divulge their plans for attacking Baltimore, and so they detained the two men aboard a truce ship for the duration of the battle. Key thus became an eyewitness to the bombardment of Fort McHenry.

When he saw "by the dawn's early light" of September 14, 1814, that the American flag soared above the fort, Key knew that Fort McHenry had not surrendered. Moved by the sight, he began to compose a poem on the back of a letter he was carrying. On September 16, Key and his companions were taken back to

Baltimore and released. Key took a room in the Indian Queen Hotel and spent the night revising and copying out the four verses he had written about America's victory. The next day he showed the poem to his wife's brother-in-law, Judge Joseph Nicholson, who had commanded a volunteer company at Fort McHenry. Nicholson responded enthusiastically and urged Key to have the poem printed. First titled "The Defence of Fort McHenry," the published broadside included instructions that it be sung to the 18th-century British melody "Anacreon in Heaven" — a tune Key had in mind when he penned his poem. Copies of the song were distributed to every man at the fort and around Baltimore. The first documented public performance of the words and music together took place at the Holliday Street Theatre in Baltimore on October 19, 1814. A music store subsequently published the words and music under the title "The Star-Spangled Banner."

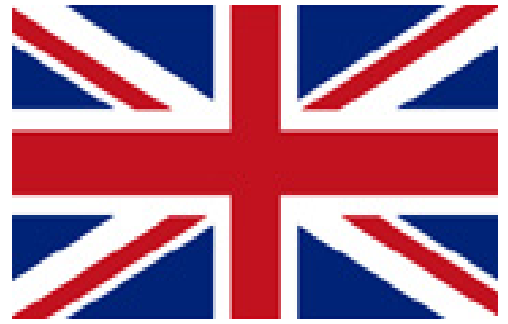
During the 19th century, "The Star-Spangled Banner" became one of the nation's best-loved patriotic songs. It gained special significance during the Civil War, a time when many Americans turned to music to express their feelings for the flag and the ideals and values it represented. By the 1890s, the military had adopted the song for ceremonial purposes, requiring it to be played at the raising and lowering of the colors. In 1917, both the army and the navy designated the song the "national anthem" for ceremonial purposes. Meanwhile, patriotic organizations had launched a campaign to have Congress recognize "The Star-Spangled Banner" as the U.S. national anthem. After several decades of attempts, a bill making "The Star-Spangled Banner" our official national anthem was finally passed by Congress and signed into law by President Herbert Hoover on March 3, 1931.

The History of the National Flag of the United Kingdom

“The Union Jack”

The Union Flag, or Union Jack, is the national flag of the United Kingdom.

It is so called because it combines the crosses of the three countries united under one Sovereign - the kingdoms of England and Wales, of Scotland and of Ireland (although since 1921 only Northern Ireland has been part of the United Kingdom).



The flag consists of three heraldic crosses.

The cross of St George, patron saint of England since the 1270's, is a red cross on a white ground. After James I succeeded to the throne, it was combined with the cross of St. Andrew in 1606.

The cross saltire of St Andrew, patron saint of Scotland, is a diagonal white cross on a blue ground.

The cross saltire of St Patrick, patron saint of Ireland, is a diagonal red cross on a white ground.

This was combined with the previous Union Flag of St George and St Andrew, after the Act of Union of Ireland with England (and Wales) and Scotland on 1 January 1801, to create the Union Flag that has been flown ever since.

The Welsh dragon does not appear on the Union Flag. This is because when the first Union Flag was created in 1606, the Principality of Wales by that time was already united with England and was no longer a separate principality.

The Union Flag was originally a Royal flag. When the present design was made official in 1801, it was ordered to be flown on all the King's forts and castles, but not elsewhere.

It is today flown above Buckingham Palace, Windsor Castle and Sandringham when The Queen is not in residence.

The Royal Arms of Scotland (Lion Rampant) is flown at the Palace of Holyroodhouse and Balmoral when The Queen is not in residence.

On news of a Royal death, the Union Flag (or the Royal Arms of Scotland (Lion Rampant) where appropriate) is flown at half-mast.



The Royal Standard is never flown at half-mast, as the Sovereign never dies (the new monarch immediately succeeds his or her predecessor).

The flying of the Union Flag on public buildings is decided by the Department for Culture, Media and Sport at The Queen's command.

The Union Flag is flown on Government buildings on days marking the birthdays of members of the Royal Family, Commonwealth Day, Coronation Day, The Queen's official birthday, Remembrance Day and on the days of the State Opening and prorogation of Parliament.

The term 'Union Jack' possibly dates from Queen Anne's time (r. 1702-14), but its origin is uncertain.

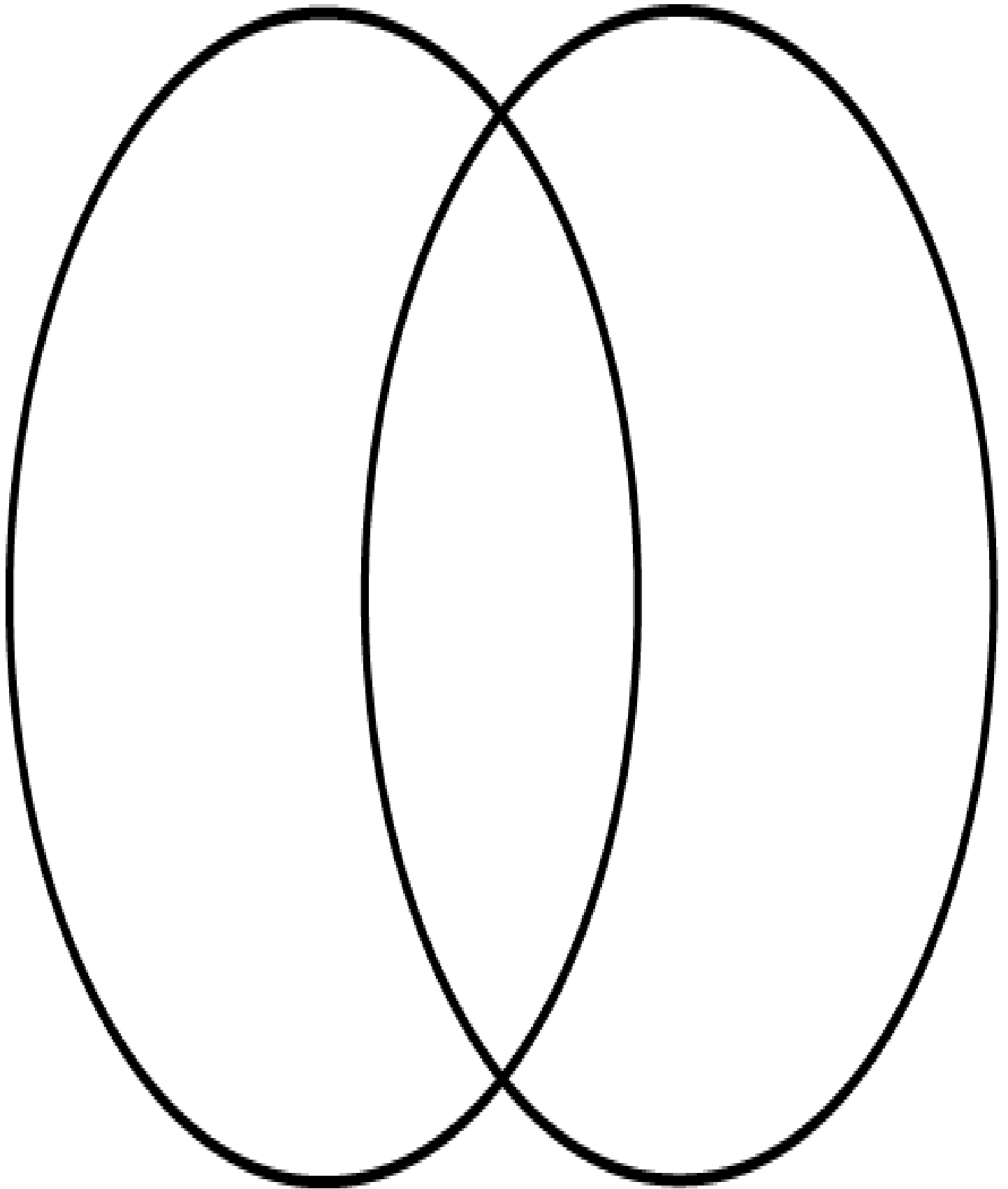
It may come from the 'jack-et' of the English or Scottish soldiers, or from the name of James I who originated the first union in 1603.

Nations of the World : Which National Anthems do you know?

- Afghanistan
- Albania
- Algeria
- Angola
- Antigua and Barbuda
- Argentina
- Armenia
- Aruba
- Australia
- Austria
- Azerbaijan
- Bahamas
- Bahrain
- Bangladesh
- Barbados
- Belarus
- Belgium
- Belize
- Benin
- Bolivia
- Botswana
- Brazil
- Brunei
- Bulgaria
- Burkina-Faso
- Cambodia
- Cameroon
- Canada
- Cape Verde
- Central African Republic
- Chile
- China
- Colombia
- Comoros
- Congo, Democratic Republic
- Cook Islands
- Costa Rica
- Cote d Ivoire
- Croatia
- Cuba
- Czech Republic
- Denmark
- Djibouti
- Dominica
- Dominican Republic
- East Timor
- Ecuador
- Egypt
- El Salvador
- Eritrea
- Estonia
- Ethiopia
- European Union
- Fiji
- Finland
- France
- Gabon
- Gambia
- Georgia
- Germany
- Ghana
- Greece
- Guatemala
- Guinea
- Guinea-Bissau
- Guyana
- Haiti
- Honduras
- Hungary
- Iceland
- India
- Indonesia
- Iraq
- Ireland
- Israel
- Italy
- Jamaica
- Japan
- Jordan
- Kazakhstan
- Kenya
- Kosovo
- Kuwait
- Kyrgyzstan
- Laos
- Latvia
- Lebanon
- Liberia
- Liechtenstein
- Lithuania
- Luxembourg
- Macedonia
- Madagascar
- Malawi
- Malaysia
- Maldives
- Malta
- Marshall Islands

- Mauritania
- Mauritius
- Mexico
- Moldova
- Monaco
- Montenegro
- Morocco
- Mozambique
- Myanmar
- Namibia
- Nepal
- Netherlands
- Netherlands Antilles
- New Zealand
- Nicaragua
- Nigeria
- Northern Mariana Islands
- Norway
- Oman
- Pakistan
- Palau
- Panama
- Papau New Guinea
- Paraguay
- Peru
- Philippines
- Poland
- Portugal
- Puerto Rico
- Qatar
- Romania
- Russia
- Rwanda
- Sao Tome and Principe
- Saudi Arabia
- Senegal
- Serbia

- Seychelles
- Sierra Leone
- Singapore
- Slovakia
- Slovenia
- South Africa
- South Korea
- Spain
- Sri Lanka
- St. Kitt's and Nevis
- Sudan
- Swaziland
- Sweden
- Switzerland
- Syria
- Tanzania
- Thailand
- Togo
- Trinidad and Tobago
- Tunisia
- Turkey
- Turkmenistan
- Ukraine
- United Arab Emirates
- United Kingdom
- United States
- Uruguay
- Uzbekistan
- Vanuatu
- Vatican City
- Venezuela
- Vietnam
- Virgin Islands
- Yemen



Five Favorite Music Anthems and Lyrics of the World

Nation

Why do you like that Music?

1.

2.

3.

4.

5.

Five Favorite Music Anthems and Lyrics of the World

Nation

Why do you like those lyrics?

1.

2.

3.

4.

5.

*For the Freedom you enjoyed yesterday...
Thank the Veterans who served in
The United States Armed Forces.*



*Looking forward to tomorrow's freedom?
Support The United States Armed Forces Today!*

"The liberties of our country, the freedom of our civil constitution, are worth defending at all hazards; and it is our duty to defend them against all attacks. We have received them as a fair inheritance from our worthy ancestors; they purchased them for us with toil and danger and expense of treasure and blood. It will bring an everlasting mark of infamy on the present generation, enlightened as it is, if we should suffer them to be wrested from us by violence without a struggle, or be cheated out of them by the artifices of false and designing men."

-Samuel Adams

Defining Patriotism...

Every true American has felt it: that shudder of joy so vast it can hardly be contained, that heart-pounding pride at the sight of the American flag. It is a sense of belonging to something greater than oneself, of belonging to a great nation. It floods us as we listen to the National Anthem with tears stinging, throat choking, pride and triumph welling up within. And although describing any such great emotion is difficult, we embody this feeling in one word: patriotism.



Nathan Hale felt this grand emotion when he declared his now famous words, standing firm on the British gallows, awaiting the wreath of death about his neck: *I only regret that I have but one life to lose for my country!* His loyal words ring loud and fierce to this day, for such love transcends the boundaries of physical reach. Patriotism is the only power that allows us to encompass the amber waves of grain and purple mountain majesties which no human arms could embrace without.

Patriotism is born of our passion and love for our country. It makes us fear for her, defend her, sacrifice for her. It soars and bursts forth from us in a dazzling show of fireworks, blazing trumpets, and marching rhythms.



When some outside force looms threatening upon us, we all become patriots. We unite and endure.

A patriot will not accept defeat.

Patriotism keeps us alive. It inspires us on the battlefield to fight to the death. It challenges us, dares us to strive for superiority, drives us on as the Olympic torch flames, and commands us to achieve the highest of achievements. Patriotism inspires us to not only *live* in America, but to live *for* America. As John Kennedy said, "Ask not what your country can do for you—ask what you can do for your country."



And so we have followed his words, dedicated our lives to America because of that omnipresent, vast force called patriotism. One moment on the fields of Lexington and Concord—celebrated on Patriot's Day—changed the entire world. But each time we shudder, feel our tears stinging and throats choking at the sight of Old Glory soaring high, we know Patriot's Day is every day. Patriotism compels us to persevere, sustains our nation, and ensures its success into eternity.

What is a Patriot?

"I believe as a patriot that I am responsible to be well informed on how my government works and who the people that represent me are. I believe my grandfathers are patriots because they risked their lives to fight for our country. Any soldiers that trained for or fought in a war are patriots.

It is a privilege to live in the United States. The flag and National Anthem represent what we believe in. I believe that as a good patriot it is my job to take care of them.

We are lucky to have the freedom of speech and the right to practice any religion. There are many laws and rules made by our government, to obey them is to be a good patriot. Being a patriot makes me feel great and it is not hard to do at all."

Alden Neslon, Age 11



Patriotism is looking at the flag of the United States of America, and seeing beyond the cloth, the colors and seeing what our Flag embodies.

The Flag of the United States of America represents freedom, truth, honor, justice. All of the things this country stands for and is based upon is depicted in one symbol - our Flag.

Patriotism is knowing the difference between freedom of expression, art, and desecration of our Flag.



Patriotism is looking at our Flag and seeing the faces of all those who gave their lives to defend our way of life.

Patriotism is loving your country as you would love a family member.

Patriotism is looking at the American Flag and feeling part of something greater than any one of us individually.

Patriotism is knowing the Pledge of Allegiance, what it means, and believing it.

Patriotism is like having that feeling in your heart on Independence Day all year round.



Patriotism is being asked your nationality and proudly saying that you are an American.

Patriotism is knowing that the American Dream still exists, and is attainable, but that you will have to work hard to achieve it.

Patriotism is going to work and being a productive member of society.

Patriotism is respecting the beliefs and interests of other peoples while holding true to our own.



Patriotism is giving back to your community, your country.

Patriotism is respecting the will of the people, not the special interests.

Patriotism is exercising your right to vote, understanding the platforms of the candidates, and making an informed decision based on the good of all Americans.

What is a Patriot?

"A patriot is a person who loves and loyally supports his country. Here are a couple examples of patriots that support this country. They include the presidents, governors and office workers.

A patriotic person is someone who joins the Army, Navy, Marines, Coast Guard or the National Guard to support his country by keeping enemies away and keeping the people safe and free.

A patriot is a server of our country's needs. Some patriots are people that have been hurt from being shot or injured or have blown off legs or arms. You may see patriots in many parades. Especially on Veterans Day.

Patriots are people who show loyalty and respect to our country. One way to show loyalty and respect to the United States of America is to stand up when the flag goes by or when you sing "The Star Spangled Banner." You can also show respect by removing your hat. In America, saying the Pledge of Allegiance is another way of showing respect.

I think everyone should be respectful and kind in our country. If everyone was a patriot we would have a very proud and peaceful country."

Robert E. Berendt, Age 10



Patriotism does not mean we are better than others, but it does mean we are damn proud of what we have accomplished in this country - and that we have no intentions of giving it up.

Patriotism is having a desire for peace on Earth, but realizing that there are those on this Earth who would do harm to us and we must protect/defend ourselves from them.

Patriotism is understanding that the freedoms we enjoy come with a price, and if necessary, being willing to defend it with your life.

Patriotism is appreciating The United States Armed Forces not just during times of war, and appreciating the sacrifices they make to defend our way of life during times of peace as well as times of war.



Patriotism is not nationalism; it is not a religion; it is not politics; it is not an attachment to political parties or

political personalities.

Patriotism is not limited in time or space. It is not connected with personal gain, or personal suffering.

Patriotism is a feeling, a sense of connectedness with and a love for, something that is deeply your own.

Patriotism is a sincere, indivisible and incorruptible dedication to this great country we call home, the United States of America. Patriotism is to have love for our own stones, our mountains, our lakes and our rivers — with all its dust, its dirt and its cleanliness, with all its forests, meadows and fertile fields, with its bridges, quays, factories, schools and the places where the Gods of its people dwell.

True patriotism is a part of one's soul and one's conscience. It is a belonging.



*"Patriotism is not short, frenzied outbursts
of emotion, but the tranquil
and steady dedication of a lifetime."*

Adlai E. Stevenson

Anthem's Lyrics:

Listen to the composition of the [song](#) here. The lyrics are as follows:

起来！ 不愿做奴隶的人们！

Stand up! those who are unwilling to become slaves!

把我们的血肉，筑成我们新的长城！

Take our flesh, and build it to become a new Great Wall!

中华民族到了最危险的时候，

The Chinese people have reached a most dangerous time,

每个人被迫着发出最后的吼声。

Every person is being compelled to send issue a final roar.

起来！ 起来！ 起来！

Arise! Arise! Arise!

我们万众一心，

We are millions with one heart,

冒着敌人的炮火，前进

Braving our enemy's gunfire, march on!

冒着敌人的炮火，前进！

Braving our enemy's gunfire, march on!

前进！ 前进！ 进！

March on! March on! Charge!