

## Francis Scott Key | Lesson Plan

How was Francis Scott Key inspired to write the poem, “The Star-Spangled Banner,” during the War of 1812?

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Students will understand the origins of the United States National Anthem, focusing on the inspiration behind Francis Scott Key’s poem “The Star-Spangled Banner” during the War of 1812’s Battle of Baltimore.

### Learning Objectives:

- Explain how Francis Scott Key was inspired to write the poem “The Star-Spangled Banner.”
- Identify the causes of the War of 1812.
- Explain the Battle of Baltimore during the War of 1812.
- Evaluate the meaning of the lyrics to “The Star-Spangled Banner.”

### Key Vocabulary:

- **Anthem:** A song that represents a group or nation and is sung on special occasions.
- **National Anthem:** A patriotic song that represents a nation and its people.
- **Negotiate:** To reach an agreement through discussion and compromise.
- **Harrowing:** Very disturbing or distressing.
- **Patriotism:** A loyalty and devotion to one's country, often accompanied by a strong sense of pride in its history, culture, values, and symbols.

**Educational Standards:** CCRA.L.1, CCRA.L.2, CCRA.L.4, CCRA.L.6, CCRA.W.2, CCRA.W.4, CCRA.R.7, CCRA.SL.1, CCRA.SL.2, CCRA.SL.4

**Academic Subject Areas:** Biography, National Anthem

### What You’ll Need

- Video: [Francis Scott Key: The Poet Behind the Star-Spangled Banner](#)
- Worksheet: [Francis Scott Key](#) (Click [Here](#))

### Lesson Plan (45 minutes)

Warm-Up: (15 minutes)

1. Begin with a class discussion about the U.S. National Anthem, focusing on personal experiences of hearing or singing it, such as at sports events. Ask students to reflect on the anthem’s purpose and meaning.
2. Distribute the *Francis Scott Key Worksheet* individually to students. Instruct students to complete the Warm-Up Activity by filling in the missing words from the lyrics of “The Star-Spangled Banner,” encouraging educated guesses if they don’t know the words.



3. Briefly introduce Francis Scott Key as the anthem's author and prompt students to hypothesize about the context and reasons for its creation.
4. Preview the worksheet with the students, pointing out directions and what to listen for while watching the video.
5. Set the stage for the upcoming video by highlighting the theme of creativity and patriotic inspiration. Ask students to note how Key's patriotism shone through during challenging times as they watch the video.

Watch and Complete: (20 minutes)

1. Watch the PragerU video.
2. Assist students with completing the worksheet alongside the video, encouraging note-taking and active listening.
3. Pause throughout the video to allow students to answer questions—especially short answer responses. If necessary, model short answer responses, restate the question, and write a complete sentence.

Wrap-Up: (10-15 minutes)

1. Allow students 10 minutes to complete the worksheet independently.
2. Collect as formative assessment or discuss in class.
3. As a class, read or sing the National Anthem together and instruct students to score/correct their Warm-Up Activity to evaluate how much they knew before the video. Encourage students to work on memorizing our country's National Anthem.
4. Ask students to share their responses to the "Making Connections" section. Initiate a brief discussion on the meaning of the lyrics—specifically, "land of the free and home of the brave."
5. Conclude the lesson by encouraging students to contemplate what the National Anthem and American flag signify, inviting them to express pride in their country's history, values, and symbols.

**Don't have time for the full lesson? Quick Activity (20-30 minutes)**

Distribute the worksheet and allow students to complete it while they follow along with the video.