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**Illustrator/Photographer:** Bryan Collier

New York: Henry Holt and Company, 2014  
 45 Pages  
 AR Level: 5.5      Lexile: 1000L

**Curriculum Connections:** *History, Music, Civil Rights, Poetry*

Excellent for close reading, review of text features, and building band 3 - 5 complex vocabulary. Teaching how poems can be adapted to create a new song/poem. Excellent for teaching about civil rights and peaceful protests.

Illustrated using watercolor and collage by a Caldecott Honor-winning artist this book brings history to life. This song, more than any other, traces America's journey. Most people don't realize that this song originated with British royalists. Generations of protestors have created new lyrics to this song throughout America's history. A beautiful display of American's fight for freedom for all cultures.

**Text Features:** Source Notes, Bibliography, and Further Resources including Musical Links.

CCSS for Primary Grades

- *RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.*
- *RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*
- *RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.*
- *RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.*
- *RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.*
- *RL.3.2 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

CCSS for Intermediate Grades

- *RI.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.*
- *RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems.*
- *RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.*
- *RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.*
- *RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.*

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Lesson Ideas	Text Set Options
<b>Primary:</b>	
<p>Make cards with such questions as who, what, where, when, why, and how to demonstrate understanding of a particular verse in the text. This could be done in groups.</p> <p>Have students clap the rhythm of a verse as it is read. Then repeat on another verse to determine if they are the same or different.</p> <p>Guide students in identifying and listing the various groups represented in the verses of the song.</p>	<p><b><i>The American Flag</i></b> by Tyler Monroe Capstone 2014 AR 3.0 Lexile 710</p> <p><b><i>Freedom Summer</i></b> by Deborah Wiles Atheneum Books 2001 AR 3.2 Lexile 460</p> <p><b><i>Land of the Free: the kids book of freedom</i></b> by Anders Hanson Abdo Publishing 2015 No AR Yet K-3</p> <p><b><i>A Taste of Freedom: Ghandi and the great salt march</i></b> by Elizabeth Cody Kimmel Walker Books for Young Readers 2014 AR 3.9 Lexile 680</p> <p><b><i>You're a Grand Old Flag</i></b> by George M. Cohan, Pictures by Norman Rockwell Antheum Books for Young Readers 2007 No AR K-3</p>
<b>Intermediate:</b>	
<p>Compare and contrast the most important points in two verses. This could be done as a group activity.</p> <p>Form an opinion about a verse from the text and identify excerpts from the text that support that position.</p> <p>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. How do the pictures make you feel? Think? What do you notice?</p> <p>Compare and contrast two books in the same genre on their approaches to similar themes and topics.</p> <p>Individually, or with a partner, write a new verse to <i>My Country 'Tis of Thee</i>. Depending upon social studies standards, you may want students to focus on a particular cultural or ethnic group.</p>	<p><b><i>Sit-in: how four friends stood up by sitting down</i></b> by Andrea Davis Pinkney Little, Brown &amp; Company 2010 AR 5.2 Lexile 500</p> <p><b><i>The Flag We Love</i></b> by Pam Munoz Ryan Charlesbridge 1996 AR 4.6 No Lexile</p> <p><b><i>Our National Anthem</i></b> by Norman Pearl Picture Window Books 2007 AR 4.6 Lexile 650</p> <p><b><i>Separate is Never Equal</i></b> by Duncan Tonatiuh Abrams Books for Young Readers 2014 AR 5.1 Lexile 870</p> <p>Claire Rudolf Murphy's Music Project Play List: <a href="http://www.clairerudolfmurphy.com/mctt-music-project/">http://www.clairerudolfmurphy.com/mctt-music-project/</a></p> <p>Kids Discover Civil Rights: <a href="http://www.kidsdiscover.com/shop/issues/civil-rights-movement-for-kids/">http://www.kidsdiscover.com/shop/issues/civil-rights-movement-for-kids/</a></p> <p>Kids Discover Magazine Civil Rights by Lois Markham Volume 16 Issue 1 January 2006</p>