

Let Freedom Sing: A Patriotic Program for Grades 1 - 6

Grade Level or Special Area: Music, 1st – 6th grades

Written by: Karen Ullman, Lincoln Academy, Arvada, CO and Stacy Thompson, Cardinal Community Academy, Keenesburg, CO

Length of Unit: 1st Grade: Two 40 minute class sessions
2nd Grade: Three 40 minute class sessions
3rd Grade: Two 40 minute class sessions
4th Grade: Two 40 minute class sessions
5th Grade: Four 40 minute class sessions
6th Grade: Six 40 minute class sessions
1st through 6th Grades: Five 40 minute sessions

Note: The Staggered Start Chart on Appendix Q will guide you when to start teaching each lesson so that they all conclude at the same time, ultimately culminating in the Patriotic Program.

I. ABSTRACT

- A. This unit focuses on the Patriotic songs included in the *Core Knowledge Sequence*, spanning grades 1 – 6. Students will learn not only the song chosen for their grade, but the history of the song, meaningful background on each composer, and its significance to our national identity. In addition, advancing the students’ musical knowledge and ability will be a key component of this unit, which will culminate with the performance of a Patriotic program.

II. OVERVIEW

- A. Concept Objectives
1. Students will recognize that music can tell a story. (Colorado Standard MUS 4)
 2. Students will appreciate the fact that music is a language that can be read and expressed. (Colorado Standard MUS 2)
 3. Students will understand that many traditions of the United States are expressed through music. (Colorado Standard MUS 5)
 4. Students will understand that music performance requires forethought, practice, and precision and may be improved upon through critical thinking. (Colorado Standard MUS 1)
- B. Content from the *Core Knowledge Sequence*
1. Music: Elements of Music
 - a. Recognize a steady beat, p.33, 1st Grade and p. 54, 2nd Grade
 - b. Move responsively to music, p. 33, 1st Grade
 - c. Hum the melody while listening to music, p. 33, 1st Grade
 - d. Identify major oceans: Pacific and Atlantic, p. 27, 1st Grade
 - e. Sing unaccompanied, accompanied, and in unison, p. 54, 2nd Grade
 - f. Recognize verse and refrain, p. 54, 2nd Grade
 - g. Discriminate between fast and slow; gradually slowing down and getting faster, p. 76, 3rd Grade
 - h. Recognize a steady beat, accents, and the downbeat; play a steady beat, p. 76, 3rd Grade
 - i. Time signature: 4/4, p. 76, 3rd Grade
 - j. Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.), p. 121, 5th Grade
 - k. Vocal ranges, p. 146, 6th Grade
 - l. Recognize frequently used Italian terms, p. 146, 6th Grade

2. Music: Songs
 - a. "America the Beautiful", p. 34, 1st Grade
 - b. "The Star-Spangled Banner", p. 55, 2nd Grade
 - c. "This Land is Your Land", p. 55, 2nd Grade
 - d. Songs of the U.S. Armed Forces: "Air Force Song," "Anchors Aweigh," "The Army Goes [Caissons Go] Rolling Along," "The Marines Hymn," p. 100, 4th Grade
 - e. "God Bless America", p. 122, 5th Grade
 3. Geography: Spatial Sense
 - a. identify major oceans: Pacific and Atlantic, p. 27, 1st Grade
 - b. name your continent, country, state and community, p. 47, 2nd Grade
 - c. measure distances using map scales, p. 91, 4th Grade
 4. Music: Composers and their Music
 - a. John Philip Sousa, "Stars and Stripes Forever", p. 77, 3rd Grade
- D. Skill Objectives
1. Sing the correct lyrics to "America the Beautiful", 1st Grade.
 2. Identify the Pacific and Atlantic Oceans, 1st Grade.
 3. Correctly use the vocabulary words identified in "America the Beautiful", 1st Grade.
 4. Clap and march to a steady beat, 1st and 2nd Grades.
 5. Hum a melody, 1st Grade.
 6. Sing the correct lyrics to "This Land is Your Land", 2nd Grade.
 7. Demonstrate appropriate audience behavior, 3rd Grade.
 8. March a steady beat, 3rd Grade.
 9. Identify time signature, 3rd Grade
 10. Describe the composer; 1st, 2nd, 3rd, 5th, 6th Grades
 11. Sing the correct lyrics to: "The Marines' Hymn," "The Caissons Go Rolling Along," "Anchors Aweigh," and "The Air Force Song," 4th Grade
 12. Locate countries and continents on a map, 4th Grade
 13. Identify musical terms and symbols: time signature, composer, lyrics, 4th Grade
 14. Create a flag using musical symbols that were learned during the lesson, 3rd Grade.
 15. Read a musical score, 5th Grade.
 16. Write a paragraph about traditions, 5th Grade.
 17. Sing the correct lyrics to "God Bless America," 5th Grade.
 18. Create a short song or poem about traditions, 5th Grade.
 19. Identify timbre and phrasing, 5th Grade.
 20. Sing or play simple melodies while reading scores, 5th Grade.
 21. Identify vocal ranges, 6th Grade.
 22. Identify type of dynamics, 6th Grade.
 23. Identify type of tempo, 6th Grade.
 24. Evaluate and summarize "God Bless the U.S.A." and its composer, Lee Greenwood, 6th Grade.
 25. Sing the correct lyrics to "God Bless the U.S.A.", 6th Grade.
 26. Evaluate the history of "The Star-Spangled Banner", 1st through 6th Grades.
 27. Identify the story within a story (song), 1st through 6th Grades.
 28. Identify patriotism in our country, 1st through 6th Grades.
 29. List background knowledge as well as new knowledge, 1st through 6th Grades.
 30. Sing the correct lyrics to "The Star-Spangled Banner", 1st through 6th Grades.

III. BACKGROUND KNOWLEDGE

1. Greene, C. *John Philip Sousa: The March King*. Chicago, IL: Children's Press, 1992. 0-516-04226-2.
 2. Krull, K. *Lives of the Musicians: Good Times, Bad Times (And What the Neighbors Thought)*. New York, NY: Harcourt Brace & Company, 1993. 0-15-248010-2.
 3. *Our Heritage of American Patriotic Songs*. Highland Park, IL: Burt Munk & Company, 1993. Catalogue #070197. (Video)
- B. For Students
1. Recognize a steady beat; begin to play a steady beat, p. 15, 1st Grade
 2. Recognize a steady beat, p. 33, 2nd Grade
 3. Hum the melody while listening to music, p. 33, 2nd Grade
 4. Play simple rhythms and melodies, p. 33, 2nd Grade
 5. Sing unaccompanied, accompanied, and in unison, p. 33, 2nd Grade
 6. Move responsively to music, p. 54, 3rd Grade
 7. Review families of instruments, p. 54, 3rd Grade
 8. Meter signature, p. 76, 4th Grade
 9. Composers and their music: "Stars and Stripes Forever," p. 77, 4th Grade
 10. Tied and dotted notes, p. 99, 5th Grade
 11. Meter signature, p. 99, 5th Grade
 12. Timbre and phrasing, p. 99, 5th Grade
 13. Discriminate between fast and slow; gradually slowing down and getting faster; accelerando and ritardando, p. 121, 6th Grade
 14. Discriminate between loud and quiet; gradually increasing and decreasing volume; crescendo and decrescendo, p. 121, 6th Grade
 15. Recognize verse and refrain, p. 121, 6th Grade

IV. RESOURCES

- A. Book *America the Beautiful* by Katherine Lee Bates, Lesson One
- B. Video *The Star-Spangled Banner* by Peter Spier, Lesson Seven
- C. Video *Our Heritage of American Patriotic Songs*, Lesson Seven
- D. CD or tape of the following songs: "America the Beautiful," "This Land is Your Land," "Stars and Stripes Forever," "Marines Hymn," "Anchors Aweigh," "The Caissons Go Rolling Along," "The Air Force Song," "God Bless America," "God Bless the U.S.A.," and "The Star-Spangled Banner"
- E. Book *John Philip Sousa: The March King* by Carol Greene, Lesson Three
- F. Songbook *Get America Singing Again*, Lessons Five and Seven
- G. Book *Lives of the Musicians: Good Times, Bad Times (And What the Neighbors Thought)* by Kathleen Krull

V. LESSONS

Lesson One: "America the Beautiful"—1st Grade (2 40 minute class sessions)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will recognize that music can tell a story.
 2. Lesson Content
 - a. Recognize a steady beat, p. 33
 - b. Move responsively to music, p. 33
 - c. Hum the melody while listening to music, p. 33

- d. Identify major oceans: Pacific and Atlantic, p. 27
3. Skill Objective(s)
 - a. Sing the correct lyrics to “America the Beautiful.”
 - b. Identify the Pacific and Atlantic Oceans.
 - c. Correctly use the vocabulary words identified in “America the Beautiful.”
 - d. Clap and march to a steady beat.
 - e. Hum a melody.
 - f. Describe the composer.

B. *Materials*

1. The book *America the Beautiful* by Katherine Lee Bates
2. CD or tape of “America the Beautiful”
3. Appendix A for teacher use
4. Appendices B through L—make one to two copies per student ahead of time
5. Appendix M for teacher use
6. Crayons, Colored Pencils, and/or Markers for each student
7. World map

C. *Key Vocabulary*

1. Spacious – roomy
2. Amber – golden; reddish
3. Majesty – elegance or splendor
4. Fruited Plain – good, successful, bountiful crops
5. God shed his grace on thee – put His blessings on me
6. Crown thy good with brotherhood – let us all be friends
7. Pikes Peak – a mountain in Colorado Springs, Colorado that was discovered by Zebulon Pike in the 1800s

D. *Procedures/Activities*

DAY ONE—Note to teacher: before class, write the vocabulary words and their definitions on a piece of butcher paper and hang it in the room.

1. Students enter quietly while “America the Beautiful” is playing. Have the students sit in a circle on the floor.
2. Ask students if they have heard this song before and if so, where.
3. Play the song again, asking students to join in if they know the words.
4. Tell the students that the first through sixth graders will be performing in a Patriotic program in which parents/families will be invited to attend. We are going to learn the song “America the Beautiful” so that they can sing it at the program.
5. Give background information on Katherine Lee Bates, the woman who wrote the words (see Appendix A).
6. Read *America the Beautiful* by Katherine Lee Bates. Go through the story slowly, looking at the pictures and defining words they don’t know (refer to the butcher paper with the vocabulary words on it). Note how the words on each page reflect the pictures. For example, the page that reads “for spacious skies” shows wide open sky above a range of mountains.
7. After reading the last pages, “from sea to shining sea,” look at a world map and point out to the students that this refers to the Pacific and Atlantic Oceans, which are on each side of our country.
8. Sing the song through multiple times to help the students learn the words and the tempo. Do various activities as you sing it. For example, clap to the steady 4/4 beat once; walk to the beat another time. Another time, just hum along with the music, mentioning to the students that they are humming the “melody.”

DAY TWO—Note to teacher: the students will need the colored pencils, crayons, and/or markers today. Also, if the vocabulary list was taken down, put it back up.

9. As the students enter the room, have “America the Beautiful” playing in the background.
10. Play the song again, asking the students to sing along.
11. Ask the students what they remember about “America the Beautiful” from Day One’s activities, reviewing the vocabulary words as well.
12. Tell the students they are going to draw their own pictures for the words to “America the Beautiful.” They will randomly receive a piece of white computer paper with words typed at the top (use Appendices B through L). Their picture will have to reflect the meaning of the words on their page. For example, if their page says “for amber waves of grain,” they will probably draw something along the lines of a golden wheat field.
13. Randomly pass out the papers. Tell the students to think carefully about what the words mean and what they would like to draw. Stress that it is important to do their very best and nicest work, as these papers will be strung together in a quilt-like fashion and will be displayed at the Patriotic program.
14. Quickly move around the room, asking the students what they are going to draw to make sure it seems to fit their words. Allow the students to begin. Play other patriotic music in the background as they work.
15. As students finish, have them bring their page to you for approval, making sure they have put forth full effort. Ask each child to explain why they have drawn what is on their page and how it reflects the words. Using the checklist in Appendix M, note whether or not they’ve correctly completed the assignment.
16. You can either allow each child to complete another page, or leave it at one page per child. You will string the papers together to make a quilt-like display. The more papers, the larger and more appealing the quilt will be.
17. Sing the song through again at the end of day two. Quiz the students on the meaning of the words and ask them questions about Katherine Lee Bates as well. Some example questions you might choose to use: a) Where was Bates when she wrote the words to “America the Beautiful”? b) What oceans does “sea to shining sea” refer to?
18. **CLOSURE ACTIVITY:** As students exit the room at the end of the class session, tell them you’d like them to tell their parents/guardian at least one bit of information they’ve learned about “America the Beautiful” and/or Katherine Lee Bates when they get home in the afternoon. As the students walk out the door one by one, ask them to tell you what bit of information they are going to share with their parents/guardian. You can write down their response on Appendix M as a form of assessment.
19. One last note to the teacher: the first graders will sing “America the Beautiful” at the Patriotic program, and their “quilt” will be displayed for all to see. Appendix N gives an example of student speaking/acting parts that could be used before the students perform this song.

E. *Assessment/Evaluation*

1. Use the checklist (Appendix M) to note whether or not the students completed their page correctly (the drawing reflects the meaning of the words).
2. The closure activity as the students leave the room and tell you one thing they learned about “America the Beautiful” and/or Katherine Lee Bates is another great way of getting the kids to reflect on all the things they’ve learned. They

will be able to listen to what others have learned as well while they are waiting in line for their turn!

Lesson Two: “This Land is Your Land”—2nd Grade (Three 40 minute lessons)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize that music can tell a story
2. Lesson Content
 - a. Recognize a steady beat; play a steady beat, p. 54
 - b. Hum the melody while listening to music, p. 54
 - c. Play simple rhythms and melodies, p. 54
 - d. Sing unaccompanied, accompanied, and in unison, p. 54
 - e. Recognize verse and refrain, p. 54
 - f. Name your continent, country, state, and community, p. 47
3. Skill Objective(s)
 - a. Sing the correct lyrics to “This Land is Your Land.”
 - b. Clap and march to a steady beat.
 - c. Hum a melody.
 - d. Identify the story within a story (song).
 - e. Describe the composer.

B. *Materials*

1. Overhead of the words to “This Land is Your Land” (see appendix R)
2. Copies of Appendix S (there are two ballots per page, so make copies accordingly)
3. Appendix T for teacher use
4. Box or other container that the students can cast votes in (put pieces of paper in)
5. Map of the United States
6. “This Land is Your Land” written out (the chorus and first verse) on butcher paper
7. “The Star-Spangled Banner” written out on butcher paper with spaces left between each line
8. CD or tape of “This Land is Your Land”
9. One percussion instrument per student (e.g. triangle, tambourine, drums, wood block)
10. Cut 12x18 construction paper in half long-ways, horizontal; each child will need one strip of paper
11. Book *Lives of the Musicians: Good Times, Bad Times (And What the Neighbors Thought)* by Kathleen Krull

C. *Key Vocabulary*

1. Refrain (a.k.a. chorus)-the section of a song that’s repeated after each verse
2. Verse-the section of a song that comes before or after the refrain with different words each time
3. Melody-the part of music you remember, whistle, and/or hum
4. Beat-the regular pulse of music
5. Tempo-speed
6. Rhythm-the length of the notes and rests

D. *Procedures/Activities*

DAY ONE

1. Play “This Land is Your Land” for the students. Ask if any of them have heard this song before. Tell them we will be learning this song and will do some

research into the meaning of it and learn about the man who wrote it, Woody Guthrie.

2. Put up the overhead containing the words to the song (see Appendix R). Discuss the terms **refrain** and **verse** with the students as you look at the overhead.
3. Read the words to the students. Then have the students read through the words with you.
4. Sing the song with the students.
5. Tell the children that when a song is written in 4/4 time, that means there are four beats per measure. Give each child a percussion instrument, and allow them to play along to the steady 4/4 beat. Other ways of learning the song with some variety include: clapping to the beat, tapping your foot to the beat, and/or walking to the beat.
6. Now that the students have a good feel for the beat, tempo, and rhythm, focus on the words in the song. Before doing this, look at a map of the U.S. and identify the continent on which we live. Then identify our country, state, and community. Once the students have done this, go back to the song and discuss the meaning of each line. Use the map for this when appropriate. For example, find California, the New York Island, the Redwood Forest, and the Gulf Stream waters on the map. Talk about how this spans the United States horizontally and vertically (across the U.S. and from top to bottom), thus encompassing the whole country.
7. Add some movements to the song, which the students will perform at the Patriotic program. You can either have the students collaborate to make up motions or you can use these: “This land is your land”—point away from self; “This land is my land”—point to self; “From California”—left arm goes down; “To the New York Island”—right arm goes up; “From the Redwood Forest”—wave hands back and forth imitating a swaying treetop; “To the Gulf Stream waters”—make wave motions with hands; “This land was made for you”—point away from self; “And me”—point to self; “As I was walking that ribbon of highway”—march in place, “I saw above me that endless skyway”—right arm goes up; “I saw below me that golden valley”—left arm goes down; “This land was made for you”—point away from self; “And me”—point to self.
8. Practice the motions multiple times, singing as you go! This will help the kids learn the words better as well.

DAY TWO—note to teacher: the students will be “voting” today, so set up multiple desks in the room with “ballots” and pencils where students can go to vote with some degree of privacy.

9. Have the music to “This Land is Your Land” playing as the students enter the room. Ask the students to hum the song to the music as they sit down. Tell them that the part of music you remember and hum is called the *melody*.
10. Review **Day One**’s highlights by locating California on the map, etc. and review the vocabulary words *chorus* and *verse*.
11. Review the words by singing “This Land is Your Land” two times, doing the motions and/or clapping, marching, etc.
12. Put the two pieces of butcher paper up—one with the words to “This Land is Your Land” and the other with the words to “The Star-Spangled Banner”. Tell the students that in the past, many have argued that “This Land is Your Land” should be America’s national anthem, not “The Star-Spangled Banner.” Read through the words of each song, discussing the meaning of each song.
13. After thinking about what each song means and the story it tells about our country’s history, tell the students they are going to vote for the song they think should be America’s national anthem. They should think carefully about their

answer. Give each child a ballot (see appendix S), telling them this is similar to what adults do when they vote. The students will have to put a check next to the song they've chosen to be our national anthem, as well as give a reason why they feel this way. Tell them that their answer can't be, "Because it is neater," it has to give a specific reason. For example, if they choose "The Star-Spangled Banner," a possible reason could be "Because it talks about our flag." Assign the students a polling center (desk) where they will vote. They can cast their ballots in a box or other container. These responses are a form of assessment.

DAY THREE

14. Divulge the results of the vote done in the previous class session.
 15. Continue to practice "This Land is Your Land" with the motions.
 16. Tell the students they are going to learn more about the man who wrote the words and music for this song, Woody Guthrie. The book *Lives of the Musicians: Good Times, Bad Times (And What the Neighbors Thought)* by Kathleen Krull features sixteen famous composers such as Mozart and Bach. The stories are fascinating and humorous and include very interesting tidbits of information. There's a great picture of Woody Guthrie in the book, and it includes information about him such as "Woody Guthrie was small for his age and was made fun of at school. To keep classmates off his back, he entertained in the school yard each morning, playing the harmonica and dancing jigs." It is a three page story that is sure to keep even second graders involved.
 17. Tell the students they are going to have to write down their favorite part of the story, so encourage them to listen carefully.
 18. After reading to the students about Woody Guthrie (possibly read it through twice if you feel it is necessary), ask each child to think about their favorite part. Give each child a small piece of paper (rather than a whole sheet to encourage conservation), and ask them to neatly write their name and their favorite fact about Guthrie.
 19. After their fact is written down, check over it for factual accuracy and spelling, making any corrections necessary.
 20. Give the students a strip of construction paper and a marker, and ask them to write their fact as neatly as possible, large enough for others to read as it will be displayed in the hallway. By doing this, others may learn about Guthrie's interesting life. They may choose to decorate their paper with some musical symbols to make it more appealing.
 21. After class, mount the papers in the hallway along with a heading telling passers-by what the display is about (see appendix T).
- E. *Assessment/Evaluation*
1. The voting activity assesses how well the students thought about the stories behind "This Land is Your Land" and "The Star-Spangled Banner" and how well the song they chose reflects our country.
 2. The construction paper strips about Guthrie is also a good assessment of how well they listened to the story.

Lesson Three: "Stars and Stripes Forever" 3rd Grade

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will appreciate the fact that music is a language that can be read and expressed.
2. Lesson Content

- a. Music: Elements of Music: Discriminate between fast and slow; gradually slowing down and getting faster, p. 76
 - b. Music: Elements of Music: Recognize a steady beat, accents, and the downbeat; play a steady beat, p. 76
 - c. Music: Elements of Music: Time signature: 4/4 , p. 76
 - d. Music: Listening and Understanding, composers and their music: John Philip Sousa, “Stars and Stripes Forever,” p.77
3. Skill Objective(s)
- a. Demonstrate appropriate audience behavior.
 - b. March a steady beat.
 - c. Identify time signature.
 - d. Describe the composer.
 - e. Create a flag using musical symbols that were learned during the lesson.
- B. *Materials*
1. “Stars and Stripes” recording on CD, by John Philip Sousa
 2. “You’re a Grand Old Flag” recording on CD, by George M. Cohan
 3. Sheet music: “You’re a Grand Old Flag,” by George M. Cohan
 4. One 4’ x 5’ sheet of pastel-colored butcher paper (can be approximate)
 5. Book: *John Philip Sousa, The March King* by Carol Greene
 6. Crayons – several colors for each student
 7. Piano, guitar, autoharp or other suitable accompanying instrument
- C. *Key Vocabulary*
1. Dynamic – the part of music that is loud or soft
 2. Tempo – the speed of the music
 3. Time Signature – the number of beats to a measure of music
 4. March -- music made for soldiers to march by
 5. Patriotic – a song that supports the country for which it’s composed
 6. Piano -- soft
 7. Pianissimo -- very soft
 8. Forte -- loud
 9. Fortissimo -- very loud
- D. *Procedures/Activities*
- (Note to teachers: Before students enter room, secure the piece of butcher paper to the whiteboard with the vocabulary words listed on it. This is your vocabulary sheet as referenced below).*

DAY ONE

1. Play a march from the CD as students enter to sit in a circle.
2. When students are seated, turn music off and explain that today they will be learning about the song “Stars and Stripes Forever” and its composer, John Philip Sousa. Ask the students to predict what “Stars and Stripes Forever” is about.
3. Ask the children to stand up, while staying in their places. Say to the students: “We are going to hear the song “Stars and Stripes Forever,” which is called a **march**. A **march** is a song written for soldiers and it helps them to march together. (Select a volunteer to write the definition of **march** by the word **march** on the vocabulary sheet). So, we’re going to march in time to the music. When you hear any kind of change in the music, whether it gets faster, slower, softer, or louder, raise your hand, but don’t say anything.”
4. When the music ends, instruct students to sit down.
5. Ask students what kind of changes they heard in the song. Did it get faster, or slower, or stay the same? Tell them that the speed of a song is called **tempo** in the musical language. Select a volunteer to write the definition of tempo down

next to the word on the butcher paper. Ask if the song was soft, loud, or sometimes both. Explain that the volume of a song is called a **dynamic**. Select a volunteer to write the definition of dynamic on the vocabulary sheet.

6. Introduce the words piano, pianissimo, forte, fortissimo. Discuss the meaning of the words and select volunteers to write the meanings on the vocabulary paper.
8. Tell the students that “The Stars and Stripes Forever” was Sousa’s most famous march, and it was inspired by the American Flag. It is music written for our country, so we call it **patriotic music**. Select a volunteer to define **patriotic** on the vocabulary sheet.
1. Say, “Let’s learn another patriotic song about the American Flag.” Hand out music to “You’re a Grand Old Flag.”
2. Point out the **time signature**. Ask students to look at the top number. This tells you how many beats there are in each measure of the song.
3. Ask students what dynamic symbols they recognize. Discuss the meaning of each symbol.
4. Using piano, CD, or any other suitable accompanying instrument, play “You’re a Grand Old Flag” for the students, and teach the song using your method of choice. (It is advisable to teach small sections at a time).

DAY TWO

5. Briefly discuss, for purposes of review, the musical composition the students heard during the previous lesson and who composed it. In addition, review the vocabulary sheet they created in the last lesson.
6. Read the story *John Philip Sousa, The March King* to the students. Take time to discuss questions as they come up during the story. Depending on time, you may want to read only certain parts of the book.
7. Rehearse “You’re a Grand Old Flag” with the students once again.
8. Flag activity: ask a volunteer to hand out a copy of Appendix O and some crayons to each student. Tell the students that since we’re learning music about flags, that it’s time to create our own musical flags. For their flag, they must use at least three musical symbols incorporated into the drawing of the flag. At the bottom of the paper, they need to draw the symbols they used, and explain what they mean.
9. When students are done, have them explain their flag to the rest of the class, as time permits.

Assessment/Evaluation

1. Closing: In order for each student to exit the classroom, they must tell the teacher one fact they learned about John Philip Sousa. Chart their responses on Appendix P.

Lesson Four: Fourth Grade: *The Marines’ Hymn*

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand that many traditions of the United States are expressed through music.
2. Lesson Content
 - a. Music: Songs, p. 100 “The Marines’ Hymn,” “The Air Force Song,” “The Caissons Go Rolling Along,” and “Anchors Aweigh.”
3. Skill Objective(s)
 - a. Sing the correct lyrics to: “The Marines’ Hymn,” “The Caissons Go Rolling Along,” “Anchors Aweigh,” and “The Air Force Song.”
 - b. Locate countries and continents on a map.

- c. Identify musical terms and symbols: time signature, composer, lyrics
- B. *Materials*
1. One piece of butcher paper, approximately 4' X 5'.
 2. World map located at the front of the classroom
 3. Copies of Appendix JJ, one for each student
 4. Appendix KK – the answer key for Appendix JJ
 5. One pencil for each student
 6. Music: sheet music for “The Marines’ Hymn”, “The Caissons Go Rolling Along”, “Anchors Aweigh”, and “The Air Force Song”, and give one copy to each student
- C. *Key Vocabulary*
1. Armed Forces – the soldiers (military) that protects a country
 2. Time Signature - the number of beats to a measure of music
 3. Hymn - a song of praise, usually to God or a hero
 4. Aweigh - refers to the anchor of a ship when it is drawn up to the boat
 5. Tradition - knowledge or customs passed through from generation to generation
 6. Caisson - a two-wheeled wagon that contains a box of ammunition, typically used in World War I.
 7. Composer – a person who wrote and published a work of music
- D. *Procedures/Activities*
- (Note to teachers: before students enter room, secure the piece of butcher paper to the whiteboard with the vocabulary words listed on it).*

DAY ONE

1. Greet students as they enter the classroom, hand them each a copy of “Anchors Aweigh,” “The Caissons Go Marching Along,” “The Marines’ Hymn” and “The Air Force Song” and instruct them to sit in a circle so they can easily view the world map located at the front of the room.
2. Tell the students that they will learn that the United States has many **traditions**, some of which are musical.
3. Ask the children what the word **tradition** means to them.
4. When a correct answer is decided upon, select a volunteer to write the definition of **tradition** beside the word **tradition** on the vocabulary sheet.
5. Ask the students to think of some traditions at home and school. Possible answers would be: singing Happy Birthday on someone’s birthday, putting up a Christmas tree at Christmas, saying the “Pledge of Allegiance” at school, putting a tooth under their pillow for the tooth fairy, etc.
6. Now ask the students, “Of the traditions you know, which ones involve music in some way?”
7. Tell the students that the United States has many musical traditions. Can they think of any?
8. Now direct the discussion towards the **Armed Forces** of the United States. What are they? (Answer: Army, Navy, Air Force, Marines). Select a student volunteer to write the answer on the vocabulary sheet.
9. Each branch of the Armed Forces has a song. Today they will learn what those songs are, and when they are sung. We will learn that these songs are musical **traditions** of the Armed Forces of the United States.
10. Have the students look at the music to “The Marines’ Hymn” first. Who can identify the **time signature**? How many beats to each measure? Remember, a measure is the space between the bar lines. Select a student volunteer to write the definition on the vocabulary sheet. In addition, ask the students what a **hymn** is. Ask for a volunteer to write the definition on the vocabulary sheet.

11. The first line reads “From the Halls of Montezuma, to the shores of Tripoli.” Ask the students if they know where the “Halls of Montezuma,” and “the Shores of Tripoli” are. Tell them Tripoli (or Tabula as it is also named) is in Libya, in North Africa. Montezuma refers to an emperor who lived long ago in Mexico.
12. Ask for a student volunteer to locate Mexico on the world map. Ask for another student volunteer to locate Libya on the world map.
13. Teach the song “The Marines’ Hymn” by singing the entire song through, by yourself, then sing line by line with the students echoing you after each line.
14. Explain to the students that when a Marine hears this song, he/she stands quietly at attention out of respect for the Marines and the United States. “The Marines’ Hymn” is sung or played at celebrations and other events that they Marines participate in.
15. Instruct the students to look at “The Caissons Go Rolling Along”. Tell them this is the Army song.
16. Ask the students to look at the music and identify the **composer**. Ask the students what a **composer** is, and select a student volunteer to write the definition on the vocabulary sheet.
17. Ask for a student volunteer to look up the word **caisson** in the dictionary. They should then tell the class the definition, and then write the definition on the vocabulary sheet.
18. Tell the class that “The Caissons Go Rolling Along” was composed during World War I in the Philippines by Lieutenant Gruber and six other lieutenants. .
19. Teach the song “The Caissons Go Rolling Along” by having the students echo you, singing one line at a time.
20. Closing Activity: As the students exit the classroom, say “The Marines’ Hymn” or “The Caissons Go Rolling Along” to each one. Each student responds by identifying the branch of service (Marines or Army) that the song represents.

DAY TWO

(Note to Teachers: pass out copies of all four songs to each student as they enter the classroom).

1. Begin by telling students that they will learn to sing “Anchors Aweigh” and The Air Force Song”. Review the vocabulary words from the previous lesson and sing through the songs “The Marines’ Hymn”, and “The Caissons Go Rolling Along” as a warm-up.
2. Instruct the students to look at “Anchors Aweigh.” Ask the students what they think **aweigh** means. Offer the use of a dictionary. When the correct answer is ascertained, ask for a student volunteer to write the definition next to the word **aweigh** on the vocabulary sheet.
3. Tell the students that “Anchors Aweigh” was composed for the annual “Army-Navy” football game. It is interesting to note that it’s not sung with the same reverence (somberness, seriousness) with which the “Marines’ Hymn” is sung.
4. Teach the song “Anchors Aweigh” by singing the entire song through by yourself, then sing line by line with the students echoing you after each line.
5. Instruct the students to locate “The Air Force Song” in their music packets.
6. Ask the students to identify the time signature and the composer.
7. Select a student to read the first line of the song, and discuss the meaning with the class. Proceed through the entire first verse in this same manner.
8. Teach the song by singing through the entire song, then singing by line with the students echoing each line.
9. Pass out a pencil and the Patriotic Worksheet – 4th grade, as found in Appendix JJ.

10. When students complete worksheet, ask them to return them to the teacher.
 11. Correct the worksheets using the Answer Key found in Appendix KK.
- E. *Assessment/Evaluation*
1. Students will complete the Patriotic Worksheet – 4th grade, as found in Appendix X

Lesson Five: “God Bless America:” a new American tradition – 5th Grade

Daily Objectives

1. Concept Objective(s)
 - a. Students will understand that many traditions of the United States are expressed through music.
2. Lesson Content
 - a. Songs, p. 122
 - b. Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - c. Continue work with timbre and phrasing
 - d. Sing or play simple melodies while reading scores
 - e. Understand the following notation and terms: tied and dotted notes, eighth notes, sixteenth notes, flats, 4/4 or common time, dynamic symbols
3. Skill Objective(s)
 - a. Read a musical score.
 - b. Write a paragraph about **traditions**.
 - c. Create a short song or poem about **traditions**.
 - d. Sing the correct lyrics to “God Bless America.”
 - e. Describe the composer.

B. *Materials*

1. Appendix FF, “God Bless America,” one for each student
2. Pencil for each student
3. Appendix HH
4. Appendix GG – a Brief Biography of Irving Berlin
5. 8 ½ X 11 lined paper – two pieces for each student
6. All your available songbooks
7. User-friendly instruments that are in your music room – keyboards, autoharps, guitars, recorders, bells, Orff instruments, etc.

C. *Key Vocabulary*

1. Prolific – producing in abundance
2. Phrase/Phrasing – commonly expressed by slurs
3. Slur – an arched line connecting notes together by playing or singing them smoothly

D. *Procedures/Activities*

DAY ONE

1. As students enter classroom, distribute a pencil, sheet music and lyric sheet to each one.
2. Instruct students to sit in their regular classroom positions.
3. Tell the students that today they will learn about the song “God Bless America.” and how it has become an American tradition.
4. Have a student volunteer read the brief biography of Irving Berlin, as found in Appendix GG.

5. Using the knowledge they gained from the biography, ask the students what they think **prolific** means. Write **prolific** on the whiteboard or large piece of paper, and select a student volunteer to write the definition beside it.
6. Instruct the students to look at the sheet music of “God Bless America.” Ask a student to point to the time signature, and tell how many beats there are to a measure. Randomly, ask several more students to locate and define the time signature.
7. Using Appendix HH as a guide, draw two eighth notes joined by a bar on the whiteboard. Ask the students to find the same notes in their music. They should locate these notes over the words “with a” or “from the.” Practice clapping eighth notes with the students, using Ti Ti’s, or whatever method they’ve been taught.
8. Going back to the whiteboard, put a dot next to the first eighth note, and make the second eighth note a sixteenth note by adding a bar above it. Explain to the students that by changing the eighth notes in this way, the first note has been made longer, and the second one shorter. Add three more sets of notes exactly like the first, and clap the new rhythm for the students. Have the students echo by clapping the rhythm back to you. Next, have the students say “Tim-Ri, Tim-Ri, Tim-Ri, Tim-Ri” while they’re clapping the rhythm, or “Long, short, long, short, long, short, long, short.”
9. Sing “God Bless America” to the students, unaccompanied, using straight eighth notes instead of dotted eighth and sixteenth notes. Then sing it again, using the correct rhythm. Ask the students which version they thought was more musical and interesting, and why. Tell them that dotted rhythms can make our music more interesting and satisfying.
10. Teach the song “God Bless America” to the students. Hopefully, this will take little time as most of the students probably already know it.
11. Instruct the students to look at the lyric sheet (Appendix FF) for “God Bless America.” Ask them to point out the differences between the first and second versions on the page. They should discover that the **phrasing** is different. Discuss the meaning of phrase and phrasing, and have a student volunteer write the definition on the whiteboard.
12. Sing the first line of “God Bless America” as if a slur were above it. Then sing it as though each note was staccato. Ask the students to describe the difference.
13. Instruct the students to draw a slur over each line of the first version of “God Bless America.”
14. Lead the students in singing “God Bless America,” observing the slur marks by not taking a breath until the end of the line, when you cut them off.
15. Sing each line using the above method.
16. Now sing it again, using the second version of “God Bless America” on the lyric sheet. Instruct the students that they are to break, or take a breath, at the end of each line.
17. Ask the students which version they think is better, the first or second. Bring attention to the fact that **phrasing** is important in music performance, and if not done correctly, will have a negative impact on the music as a whole.
18. Closing: gather the music from the students, and tell them they’ll learn more about “God Bless America” and **traditions** in the next session. Randomly call on students and ask them to provide the class with a definition of **phrase**, and **slur**, or to clap eighth notes or dotted eighth, sixteenth notes.

DAY TWO

19. Lead class in singing “God Bless America” as a warm-up.

20. Clap eighth notes and dotted-eighth note rhythm patterns and have the class echo them.
21. Discuss the word **tradition** with the class. Select a student volunteer to write the definition on the whiteboard.
22. Ask the students what traditions they have in their family. List them on the whiteboard under the heading “family.”
23. Ask the students what traditions their school has. List them on the whiteboard under the heading “school.”
24. Ask the students what traditions their country has. List them under the heading “national traditions” on the whiteboard.
25. Tell the students the “God Bless America” has become a national tradition since the 9/11 tragedy. It is now sung at many major events (sporting events, etc.) along with the “Star Spangled Banner.”
26. Say, “Many of our traditions are made richer by the use of music. Think how a birthday party would be if no one sang “Happy Birthday.” Now, you’re going to **choose** a tradition, **or create** a tradition that you would like to see your family, or your school, or your country have. You will write a five-sentence paragraph on that tradition, explaining what you like about it or why it should become a tradition. (It is assumed the your fifth graders will not need any instruction in writing a paragraph. If you believe this is not the case for some of your students, consult your school’s fifth grade teacher(s) before this activity occurs).
27. Have students write their paragraphs, and read them to themselves, making any changes necessary.
28. Closing: Sing “God Bless America” and have each student tell you one fact about the song or Irving Berlin before they exit the classroom.

DAY THREE

29. As students enter the classroom, hand them their paragraphs that they wrote during the previous lesson. Additionally, provide them with a pencil.
30. Tell the students that they will be completing and editing their paragraphs today, and setting their traditions to music, using either a song they know, or creating a song on an instrument of their choice.
31. Have students find a partner and exchange paragraphs. Instruct them to proofread the paragraphs; circle misspelled words, and put question marks by sentences or words that need further explanation.
32. Once their paragraphs are edited, instruct the students to copy them on to a clean sheet of lines, 8 ½ X 11 paper.
33. After the students have copied their paragraphs onto their final draft, tell the students that now they will set their tradition to music. For example, if their tradition is “toasting pumpkin seeds on Halloween,” they might consider selecting the song, “Peter, Peter, Pumpkin Eater” as part of their tradition. If they don’t know of any song that would correspond with their tradition, invite them to write a poem, create their own song (using keyboards, Orff instruments, bells, guitars, recorders, etc., whatever instruments that would be appropriate that are in the music room).
34. Tell the students to write the name of the song they chose on their paragraph paper. If they are composing a song, encourage them to give a title to the song, and write the title on their paragraph page.
35. If the students are composing their own song, encourage them to use the eighth note and dotted-eighth, sixteenth note rhythms that they’ve learned from “God Bless America.” Instruct them to start and end on the same note, and to compose a melody using five different notes only, but they may use these five notes as

often as they wish. For example, compose a song beginning and ending on C, and use D, E, F and G as well, but no other notes. This makes for better songs.

36. Closing: have students put their instruments away, and select a student volunteer to collect the paragraphs. Tell students that in the next lesson, they will be reading their paragraphs to the class, and performing their songs if they choose. Sing “God Bless America” as a class.

DAY FOUR

37. Greet the students at the door and hand them their paragraphs they wrote during the previous lesson. Instruct the students to sit in a circle. Sing “God Bless America.” Remind them to pay attention to the **phrasing**. Review phrasing and **slur** with the class.
38. Echo-clap eighth note and dotted-eighth, sixteenth note rhythms with the class.
39. Tell the students that they will be reading their paragraphs to the rest of the class today. If they choose, they may also perform the song they chose to go along with their tradition. They may either sing the song, or use the musical instrument of their choice.
40. Tell the class that they will need to show appropriate audience behavior: show respect to your classmate by being quiet, giving the eye contact and listening to their presentation. Laughing at a fellow student will not be tolerated.
41. Select (using your own method) the first student to share their paragraph. Instruct the student to go to the front of the class, and if necessary, set their instrument up.
42. Repeat step 41 until every student has had a chance to participate.
43. Closing: As a class, vote on the most interesting tradition they learned about that day.

E. *Assessment/Evaluation*

1. See Appendix II and use Rubric to assess students’ paragraphs and songs or poems.

Lesson Six: God Bless the U.S.A.—6th Grade (Six 40 minute classes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize that music can tell a story.
 - b. Students will appreciate the fact that music is a language that can be read and expressed.
2. Lesson Content
 - a. Vocal Ranges, p. 146
 - b. Recognize frequently used Italian terms, p. 146
3. Skill Objective(s)
 - a. Identify vocal ranges.
 - b. Identify type of tempo.
 - c. Identify type of dynamics .
 - d. Evaluate and summarize “God Bless the U.S.A.” and its composer Lee Greenwood.
 - e. Sing the correct lyrics to “God Bless the U.S.A.”

B. *Materials*

1. One or two weeks before beginning this lesson, either ask your school’s computer teacher to allow the children to research Lee Greenwood in computer class or ask the children to research him at home or in their classrooms. Part of the materials they will need for this lesson is printed-out information about Lee

Greenwood off of the internet. If the students type “Lee Greenwood” in the keyword box, many hits will come up that they can choose from. One good website is “www.leegreenwood.com.”

2. CD or tape of “God Bless the U.S.A.” by Lee Greenwood
3. Appendix U and X—one copy of each per student and one overhead of each for teacher use
4. Appendix W-1 and W-2 either stapled together or back-to-back—one copy of each per student and one overhead of each for teacher use
5. Appendix V for teacher use (it’s the answer key)
6. Appendix Y-1 and Y-2 either stapled together or back-to-back—one copy of each per student (overhead copy optional)

C. *Key Vocabulary*

1. See appendix V for complete list of vocabulary words and their definitions

D. *Procedures/Activities*

DAY ONE

1. Tell the students we are going to be learning and studying the Patriotic song “God Bless the U.S.A.” by Lee Greenwood. Start by playing the song for the students, allowing them to just listen the first time through.
2. Play the song again, with the words up on the overhead (Appendix X) and ask the students to sing along.
3. Students are going to review or learn some musical terminology which they will use to describe this song. Pass out appendix U, which is a list of vocabulary words.
4. If you have musical posters hanging in your classroom, you could allow the students to fill out as much of the vocabulary list as possible using the posters and their own background knowledge. Then as a class, go over the list together. The students will be able to check what they’ve done to make sure it’s correct, as well as fill in the ones they couldn’t find. If you don’t have any resources hanging on your walls, go over the vocabulary list together as a class. Refer to appendix V for the answers to the vocabulary words. **Note: this is a great resource for the students to use throughout the year. You may want to keep these in a file folder for future use, or you may even want to laminate them.**

DAY TWO

5. As a class, sing “God Bless the U.S.A.” with the words on the overhead.
6. Pass out the completed vocabulary lists from day one. Quickly review the vocabulary list so that the information is fresh in their minds.
7. Pass out appendix W-1 and W-2. Tell the students they are going to use the vocabulary words to describe “God Bless the U.S.A.”
8. Play the song, stopping at the end of each stanza (each group of four lines). You may need to play each stanza multiple times to allow the students time to think and write. They will be referring to their vocabulary list as they fill out appendix W-1 and W-2.
9. When they are finished, allow them to share their answers with a peer so that they can compare thoughts. They can make any changes necessary during this time if their peer convinces them that an answer is different.

DAY THREE—Note to teacher: have the students bring their Lee Greenwood research with them to music class today (this research was done previously in computer class or at home).

10. As a class, sing “God Bless the U.S.A.” with the words on the overhead.
11. Go over day two’s assignment (appendix W-1 and W-2). Students may make changes if they would like, if they are convinced otherwise.

12. Now that the students have a firm grip on the song itself, tell them we will be moving onto learning more about the composer of this song, Lee Greenwood.
13. Go around the class, asking each student to share a piece of information about Greenwood. As students share their information one-by-one, all other students should be recording the information on their “Lee Greenwood Fact Sheet” (Appendix Y-1 and Y-2). Students can share as many times as they or you would like them to (there’s room for 41 facts on the Appendix).
14. Allow the students to brainstorm a way to present all of this information on a bulletin board which will be in the hallway for all to see and learn from. This bulletin board should also be visible to parents/community members who come to the school to watch the Patriotic program. Ask the students to think about this, and we will get started on it next class session.

DAY FOUR, FIVE, AND SIX—this closing activity will take multiple class periods, depending on how creative and detailed the students get with the bulletin board. I estimated three 40 minute class periods.

15. As a class, sing “God Bless the U.S.A.”
16. Brainstorm ways to display all that’s been learned about Lee Greenwood and “God Bless the U.S.A.” in an attractive bulletin board. Ideas include: each student writing or typing information about Greenwood on colored paper that can be cut out and attached to the bulletin board, including the words to the song on the bulletin board, adding some musical trivia, having students writing their own personal thoughts about our country and displaying it on the bulletin board, etc. There are so many creative ways they can go with this.
17. Tell the students they will be graded on this activity. Give students a copy of Appendix Z so they can see how they will be assessed.
18. **Optional Gifted/Talented/Enrichment Activity for 6th Graders (some could be given to 5th graders as well):** Allow students to research the history/composers of the following songs: “This Land is Your Land,” “Stars and Stripes Forever,” “Marines Hymn,” “Anchors Aweigh,” “The Caissons Go Rolling Along,” “The Air Force Song,” “God Bless America,” “God Bless the U.S.A.” and “The Star-Spangled Banner.” Students will create a speaking and/or acting skit for the students of the appropriate grade level. An example is given in Appendix N.

E. *Assessment/Evaluation*

1. Appendix U—Vocabulary List
2. Appendix W-1 and W-2—Describing “God Bless the U.S.A.” using the vocabulary list
3. Appendix Y-1 and Y-2—Lee Greenwood Fact Sheet
4. Appendix Z—Bulletin Board Assessment Form

Lesson Seven: “The Star-Spangled Banner”—Grades 1-6

Daily Objectives

1. Concept Objective(s)
 - a. Students will recognize that music can tell a story.
 - b. Students will appreciate the fact that music is a language that can be read and expressed.
2. Lesson Content
 - a. Through participation, become familiar with basic elements of music, p. 33, 54, 76, 99, 121
3. Skill Objective(s)
 - a. Evaluate the history of “The Star-Spangled Banner.”

- b. Identify patriotism in our country.
- c. List background knowledge as well as new knowledge.
- d. Sing the correct words to “The Star-Spangled Banner.”
- e. Describe the composer.

A. *Materials*

- 1. Six pieces of butcher paper, each paper divided into three vertical columns with these three headings: “What We Know,” “What We Want to Learn,” and “What We’ve Learned”
- 2. CD or tape of “The Star-Spangled Banner”
- 3. Book *The Star-Spangled Banner* Illustrated by Peter Spier
- 4. Video *Our Heritage of American Patriotic Songs*
- 5. Appendix AA-1 and AA-2 either stapled together or copied back-to-back—enough copies for each student in grades three through six
- 6. Appendix BB for teacher use
- 7. Appendix CC—enough copies for each student in first and second grade
- 8. Appendix DD for teacher use
- 9. Appendix EE—one copy per student in grades one through six
- 10. Pencils (at least one per student)
- 11. Sheet music for “The Star-Spangled Banner” from *Get America Singing...Again*

B. *Key Vocabulary*

- 1. Patriotic—reflecting a country’s history

C. *Procedures/Activities*—Note to teacher: because this lesson spans six grades, we’ve tried to keep the procedures/activities relatively simple to accommodate all ability levels. At some places throughout the procedures/activities, specific grade level activities will be specified.

DAY ONE

- 1. Chances are, all children have heard “The Star-Spangled Banner.” Have the music playing as the children enter the room. Ask where they have heard this song sung/played before, and list their responses on the chalk or white board. Discuss their responses, noting how before most sporting events, rodeos, etc. this song is sung.
- 2. Play the song again, allowing children to sing along.
- 3. Inform the children that the first through sixth graders will be singing “The Star-Spangled Banner” at the Patriotic program. We are going to ask the audience to join us as well.
- 4. Tell the students we will be studying the history of “The Star-Spangled Banner,” one of our country’s most Patriotic songs. Lead a class discussion as to what “patriotic” or “patriotism” means. Ask children questions such as, “What does it mean to be patriotic,” “Name another song you think of when you hear the word **patriotic**,” and/or “How has our country’s patriotism changed since September 11th?”
- 5. Use one piece of butcher paper per grade (therefore, you’ll need six). Make a KWL chart. A **KWL** chart lists in the first vertical column what the children **Know** about “The Star-Spangled Banner” already. The second vertical column lists what the children **Want** to learn about the song, and the third vertical column lists what the children have **Learned** about the song.
- 6. Begin by filling in the first column, “What We Know.” Ask the students to share any information they already know about the song itself, its history, and/or its composer.
- 7. Next, fill in the second column, “What We Want to Learn.” Students can brainstorm anything they don’t know that they’d like to learn.

8. Read the book *The Star-Spangled Banner* to the students, going slowly, discussing the words and the pictures. Any words the children don't know, explain the meaning for them, using the pictures as an aid.
9. Finish day one by singing the song once again.
10. Note to teacher—depending on what the children listed in column two of the KWL chart (what they want to learn), you may need to do some research/other preparation for the next class period so you can assist them with this.

DAY TWO

11. Begin the class period by singing “The Star-Spangled Banner.”
12. Review the KWL chart from day one.
13. View the video *Our Heritage of American Patriotic Songs* (the section on the story of “The Star-Spangled Banner” is extremely informative and is only nine minutes long.
14. For grades three through six, pass out appendix AA-1 and AA-2.
15. Play the video, and have the children answer the questions on the Appendix as the video goes along. You will have to stop the video at times to allow children to write their responses, and you may even choose to lead discussions during these breaks. Even though first and second graders do not have a worksheet to complete while watching the video, it may still be beneficial to stop the video at times to lead a discussion and help with their comprehension of the material.
16. After the video, give first and second graders Appendix CC to complete. Third through sixth graders can do a variety of things: they can turn the paper into you so that you may check it or you could go over the answers as a class, either having the student check their own or trading papers with a neighbor.
17. Fill in the third column of the KWL chart, “What We’ve Learned.”
18. End the class period by singing, “The Star-Spangled Banner.”

DAY THREE

19. Begin the class period by singing, “The Star-Spangled Banner.”
20. Review the completed KWL chart.
21. Using Appendix EE, the students will fill out a “Music Share-O-Gram” for their parents/guardian. This will allow them to reflect on what they’ve learned and share that knowledge with others. The “Share-O-Gram” has a “Return-O-Gram” on the bottom which parents/guardians need to fill out and return to the students. The students need to bring this to music class next time.
22. Pass out sheet music of “The Star-Spangled Banner” to each of the students or allow them to share.
23. These activities will vary from grade level to grade level. Pick and choose which activities you would like to use: a) find the highest and lowest notes. Count how many spaces and lines are between there. For example, the range between an A and a E would be four notes. Students should find that the lowest is a b flat and the highest is an f; therefore, the range is a 12th. This is one of the reasons why “The Star-Spangled Banner” is considered so difficult to play; b) label/identify notes within the sheet music; c) examine the tempo, dynamics, time signature, vocal ranges, etc. depending on the background knowledge of the grade level; d) compare the sheet music of “The Star-Spangled Banner” to that of another patriotic song, such as “This Land is Your Land” by Woody Guthrie.
Note to teacher--this can be done verbally in class or within small groups or with partners. If you'd like, you may lead a mini quiz asking students to record their answers on notebook paper.

24. Continue practicing “The Star-Spangled Banner.” Remind the children that the whole school will be singing this song at the Patriotic program, and we will even ask the audience to join us!
 25. 6th Grade Only: assign each student or pair of students a line to the song and ask them to write the words along with a drawing on a long strip of butcher paper. They will all be hung together at the Patriotic program where the audience can see so that they can join in the singing (in case someone wouldn’t know all of the words).
- D. *Assessment/Evaluation*
1. Each grade level’s KWL chart
 2. Music Share-O-Gram (Appendix EE)
 3. Verbal assessment at end of unit

Lesson Eight: Performance Etiquette, Grades One Through Six

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that music performance requires forethought, practice and precision, and may be improved upon through critical thinking.
 2. Lesson Content
 - a. Through participation, become familiar with basic elements of music (p. 33, 54, 76, 99, 121).
 3. Skill Objective(s)
 - a. Perform selected pieces of repertoire with the appropriate degrees of discipline and enthusiasm.
 - b. Critique program performance as a group and justify their findings.
- B. *Materials*
1. Risers or other performance equipment such as chairs
 2. Video camera and tripod or a volunteer to hold the camera and tape the performance
 3. Performance checklist (Appendix X) one copy for each student
 4. One pencil for each student
- C. *Key Vocabulary*
1. Stage Left – the left side of the stage from the performer’s point of view (facing the audience)
 2. Stage Right – the right side of the stage from the performer’s point of view (facing the audience)
 3. Etiquette – the rules for acceptable behavior

Procedures/Activities

(Note to teachers: this lesson is taught with the assumption that your school has a set of risers with three or four levels. Because each school has different facilities, some aspects of the procedures may need to be altered to fit your specific situation. Additionally, write the three vocabulary words on the whiteboard to facilitate class discussion).

1. As students enter classroom, tell them they will be learning the correct way to perform the song(s) they’ve learned in this unit. Discuss the three vocabulary words and write the definitions on the board.
2. Line students up according to height – tallest to smallest. One suggestion is to do this on the first day of school, for each class. This will be their assigned seat for the rest of the school year. By doing this, yearly performances will be much easier.
3. If there are two classes per grade, each class will occupy half the riser space (hereafter referred to as **stage left** and **stage right**). Class A will stand stage left, and class B will stand stage right.

Divide each class number by the number of riser levels, e.g., 30 students in Class A, divide by 3 (riser levels), means 10 students on each riser. Class A and class B will meet in the middle of the risers. The tallest students will occupy the highest (back) row, with the smallest students on the front row. Do not organize students with boys in one location, or girls in another, or boy-girl, boy-girl.

4. When the students are on the risers, instruct them to turn in toward the center slightly, so that one shoulder is pointing to the audience. This makes for a polished look.
5. Instruct students that they should move slightly so that they're not looking at the back of another student's head. They need to find a "window" so that their face may be seen by the audience.
6. Instruct students that arms need to hang loosely at their sides, and feet should be shoulder-width apart.
7. Remind students that they're knees should not be "locked." Demonstrate "locked knees." Locking the knees may cause fainting during a performance.
8. Tell the students to stand straight, lock their eyes on the director during the entire performance, and absolutely no talking or looking at their neighbor on the risers.
9. Rehearse the class' particular song, making any modifications as necessary.
10. Instruct the students on the proper bow. The director will stand to the side, (it doesn't matter which side, but let the students know which one in advance). Using the arm that is closest to the risers, gracefully extend your arm upward, so that your palm is facing outward and your hand is above your head, with your arm at a 45 degree angle. It is imperative that your students are watching you out of the corner of their eye, while smiling at the audience. Instruct them to do this.
11. Bend at the waist, and at the same time, let your arm come down and swing slightly behind you. Count to three, slowly, and reverse the previous motion. Tell the students that when you do this, they are to bow, by bending at the waist far enough so they're hands go down to their knees. Their eyes should be on the floor until they're standing upright again.
12. Repeat the bow once more.
13. Walk to center stage, turn and look at the students. Give them an encouraging smile. Bring your hands up and out at the center of your body, so that it looks as if you're holding a book out to read. Part your hands so that one hand extends Stage Left, the other, Stage Right.
14. Tell the students this is their cue to exit the risers. The smallest student (they will be furthest away from center stage) in each class will lead the students off. Let them know that this is an honor, and the class is depending on them. As soon as the first row is off, the smallest student on the second row (furthest away from center stage) steps down, leading their row, and follows the first row. Each row repeats this step.
15. Remind the students that they walk up and down the steps of the risers, and do not jump or skip a row while entering and exiting.
16. Tell the students that by observing performance details and **etiquette**, the quality of their performance is greatly enhanced.
17. For the performance, make sure it is being videotaped!

DAY TWO

18. This lesson occurs after the program. Greet students at the door, and tell them to sit on the floor so that they can see the T.V. adequately.
19. Hand each student a copy of the checklist as found on Appendix X.
20. Give the students your feedback about their performance in the program. Stress the positive points, and word the negative aspects using language like "Here are some things we need to work on..."
21. Instruct the students to read through their checklist quickly. For first and second graders, read the checklist with them.
22. Show the students where to put their check marks.

23. Let the students watch the entire program. Tell the students that when their class is shown on the videotape, they need to be answer the questions on the checklist.
 24. After the videotape is over, gather the checklists from all the students.
 25. Closing: ask students what their overall opinion is of their performance, and the program as a whole. Ask the students what they think they could improve upon for the next performance.
- D. *Assessment/Evaluation*
1. Students complete checklist as found on Appendix X.

VI. CULMINATING ACTIVITY

- A. Lesson eight will serve as a culminating activity

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Information on Katherine Lee Bates
- B. Appendix B: Words to “America the Beautiful”: “O beautiful”, 1st Grade
- C. Appendix C: “For spacious skies”, 1st Grade
- D. Appendix D: “For amber waves of grain”, 1st Grade
- E. Appendix E: “For purple mountain’s majesties”, 1st Grade
- F. Appendix F: “Above the fruited plain”, 1st Grade
- G. Appendix G: “America”, 1st Grade
- H. Appendix H: “America”, 1st Grade
- I. Appendix I: “God shed his grace on thee”, 1st Grade
- J. Appendix J: “And crown thy good with brotherhood”, 1st Grade
- K. Appendix K: “From sea”, 1st Grade
- L. Appendix L: “To shining sea”, 1st Grade
- M. Appendix M: 1st Grade “America the Beautiful” Check-list, 1st Grade
- N. Appendix N: Speaking/Acting Parts for 3rd Grade Patriotic Program, 3rd Grade
- O. Appendix O: 3rd Grade Blank Flag (for symbols), 3rd Grade
- P. Appendix P: 3rd Grade Check-list, 3rd Grade
- Q. Appendix Q: Staggered Start Chart, 1st – 6th Grades
- R. Appendix R: Words to “This Land is Your Land,” 2nd Grade
- S. Appendix S: Ballot for Voting, 2nd Grade
- T. Appendix T: Heading on Woody Guthrie, 2nd Grade
- U. Appendix U: 6th Grade Vocabulary List, 6th Grade
- V. Appendix V: 6th Grade Vocabulary List Answer Key, 6th Grade
- W. Appendix W-1: Describing “God Bless the U.S.A.”, 6th Grade
- X. Appendix W-2: Describing “God Bless the U.S.A.”, 6th Grade continued
- Y. Appendix X: Words to “God Bless the U.S.A.”, 6th Grade
- Z. Appendix Y-1: Lee Greenwood Fact Sheet, 6th Grade
- AA. Appendix Y-2: Lee Greenwood Fact Sheet continued, 6th Grade
- BB. Appendix Z: Bulletin Board Assessment Form, 6th Grade
- CC. Appendix AA-1: Comprehension Worksheet for *Our Heritage of American Patriotic Songs* video, 3rd through 6th Grades
- DD. Appendix AA-2: Comprehension Worksheet for *Our Heritage of American Patriotic Songs* video, 3rd through 6th Grades continued
- EE. Appendix BB-1: Answers to *Our Heritage of American Patriotic Songs* video, 3rd through 6th grades
- FF. Appendix BB-2: Answers to *Our Heritage of American Patriotic Songs* video, 3rd through 6th grades continued
- GG. Appendix CC: Sequencing Worksheet on *Our Heritage of American Patriotic Songs* video, 1st and 2nd Grades

- HH. Appendix DD: Answers to Appendix CC, 1st and 2nd Grades
- II. Appendix EE: Music Share-O-Gram, 1st through 6th Grades
- JJ. Appendix FF: “God Bless America” Lyric sheet
- KK. Appendix GG: A Brief Biography of Irving Berlin
- LL. Appendix HH: Eighth Notes, Sixteenth Notes and Dotted Rhythms
- MM. Appendix II: “Tradition” creativity assignment rubric
- NN. Appendix JJ: Patriotic Worksheet for Fourth Grade
- OO. Appendix KK: Patriotic Worksheet for Fourth Grade – Answer Key

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Appendix A

Background Information on Katherine Lee Bates

Katherine Lee Bates was a professor of English at Wellesley College in Massachusetts. During the summer of 1893 she traveled to Chicago to the World's Fair. She then headed west to Colorado. There she took a trip to the top of Pikes Peak, where the spectacular view of the mountains and plains inspired this poem. Two years later in 1895, the poem was published for the first time. Later it was set to the music of a familiar hymn by Samuel A. Ward. It became a favorite patriotic song all over this country and was even adopted, with a few changes, in other parts of the world.

Appendix B

O beautiful

Appendix C

For spacious skies

Appendix D

For amber waves of grain

Appendix E

For purple mountain majesties

Appendix F

Above the fruited plain!

Appendix G

America!

Appendix H

America!

Appendix I

God shed his grace on thee

Appendix J

And crown thy good with brotherhood

Appendix K

From sea

Appendix L

To shining sea!

Appendix N

Speaking/Acting Parts for Patriotic Program
1st Grade

One child reads (or has ideally memorized) each line of the poem:

Do you know the song that ends, “From sea to shining sea?”

It was written 112 years ago in 1893.

Katherine Lee Bates came west to visit Colorado.

(At this point, a child enters the stage dressed as an older woman—Katherine Bates. They pretend to stand atop a mountain admiring the beauty around them, and then with pen and paper in hand, jot down words that come to them as they are inspired by the beauty.)

She stood on top of Pikes Peak, thought it was beautiful, so...

She wrote down some words and before too long,

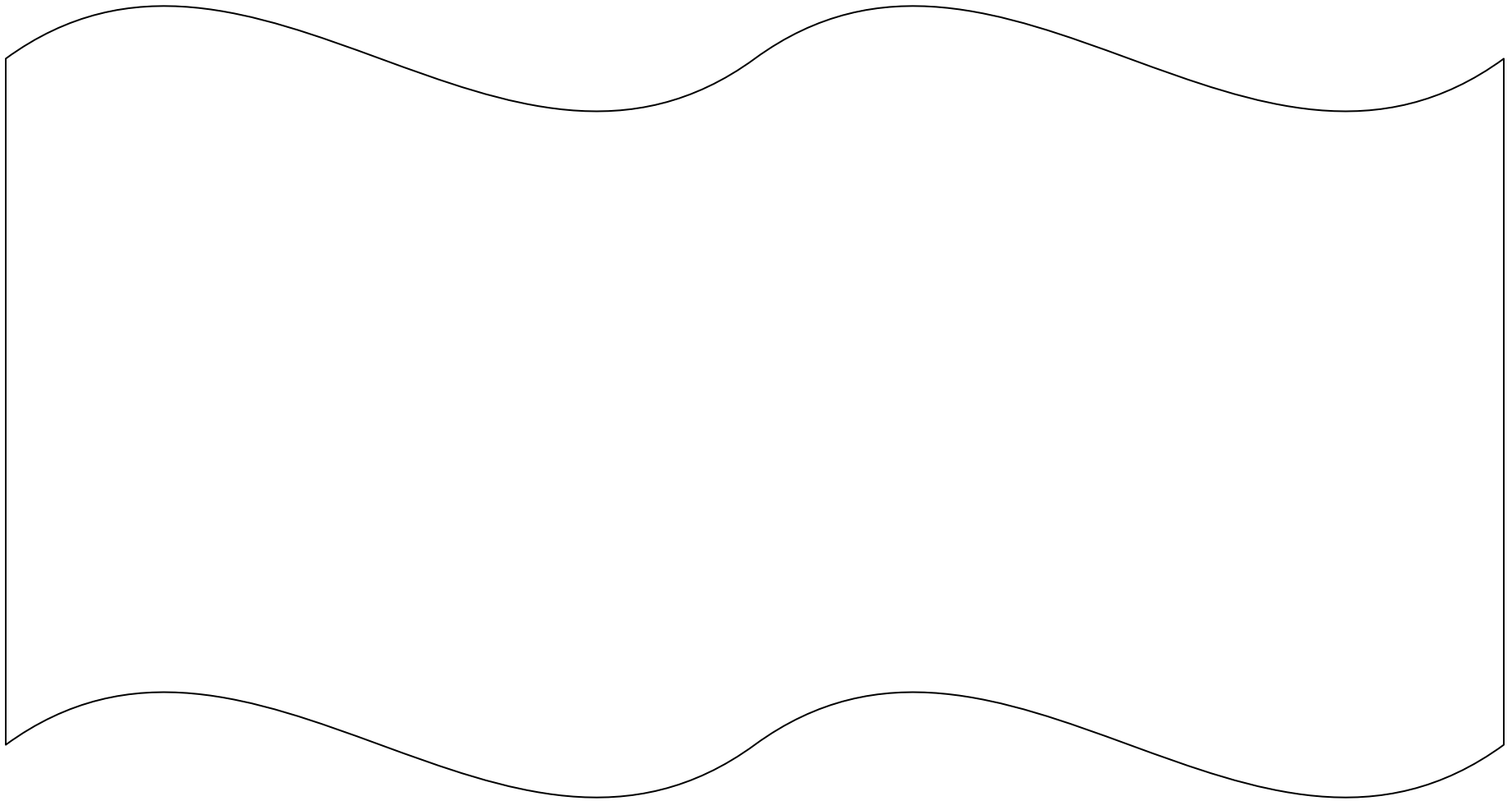
Those words became a very famous American song.

Now singing “America the Beautiful” is your daughter or your son.

Sit back and enjoy this special first grade presentation.

Appendix O

Name: _____



My three symbols: 1. _____ 2. _____ 3. _____
What they mean: 1. _____ 2. _____ 3. _____

Appendix Q

Staggered Start Chart

	Day One	Day Two	Day Three	Day Four	Day Five	Day Six	Day Seven	Day Eight	Day Nine	Day Ten	Day Eleven
1 st Grade					L. 1	L.1	L. 7	L. 7	L. 7	L. 8	L. 8
2 nd Grade				L. 2	L. 2	L. 2	L. 7	L. 7	L. 7	L. 8	L. 8
3 rd Grade					L. 3	L. 3	L. 7	L. 7	L. 7	L. 8	L. 8
4 th Grade					L. 4	L. 4	L. 7	L. 7	L. 7	L. 8	L. 8
5 th Grade			L. 5	L. 5	L. 5	L. 5	L. 7	L. 7	L. 7	L. 8	L. 8
6 th Grade	L. 6	L. 6	L. 6	L. 6	L. 6	L. 6	L. 7	L. 7	L. 7	L. 8	L. 8

L. = Lesson

Appendix R

Words to “This Land is Your Land”
By Woody Guthrie

Chorus:

This land is your land, this land is my land
From California to the New York island;
From the redwood forest to the Gulf Stream waters;
This land was made for you and me.

Verse 1:

As I was walking that ribbon of highway,
I saw above me that endless skyway;
I saw below me that golden valley;
This land was made for you and me.

Appendix S

MY NAME _____

BALLOT FOR VOTING
ON AMERICA'S
NATIONAL ANTHEM

I THINK AMERICA'S NATIONAL ANTHEM SHOULD BE:

_____ "THIS LAND IS YOUR LAND"

_____ "THE STAR-SPANGLED BANNER"

THE REASON I CHOSE THIS SONG IS BECAUSE _____

MY NAME _____

BALLOT FOR VOTING
ON AMERICA'S
NATIONAL ANTHEM

I THINK AMERICA'S NATIONAL ANTHEM SHOULD BE:

_____ "THIS LAND IS YOUR LAND"

_____ "THE STAR-SPANGLED BANNER"

THE REASON I CHOSE THIS SONG IS BECAUSE _____

Appendix T

Information on Woody Guthrie

The second grade class is learning about Woody Guthrie in music class. He is the man who wrote “This Land is Your Land.” Here are some whacky and interesting facts about this songwriter!

Appendix U

Name _____ Date _____

6th Grade Musical Vocabulary List

1. Vocal Ranges:

- a. Soprano: _____
- b. Mezzo-Soprano: _____
- c. Alto: _____
- d. Tenor: _____
- e. Baritone: _____
- f. Bass: _____

2. Tempo: _____

- a. Grave: _____
- b. Largo: _____
- c. Adagio: _____
- d. Andante: _____
- e. Moderato: _____
- f. Allegro: _____
- g. Presto: _____
- h. Prestissimo: _____
- i. Ritardando: _____
- j. Accelerando: _____
- k. Crescendo: _____
- l. Decrescendo: _____

3. Dynamics: _____

- a. pianissimo: symbol = _____ definition: _____
- b. piano: symbol = _____ definition: _____
- c. mezzo piano: symbol = _____ definition: _____
- d. mezzo forte: symbol = _____ definition: _____
- e. forte: symbol = _____ definition: _____
- f. fortissimo: symbol = _____ definition: _____

4. Refrain a.k.a. Chorus: _____

5. Verse: _____

Appendix V

Name _____ Date _____

6th Grade Musical Vocabulary List—Answer Key

1. Vocal Ranges:
 - a. Soprano: highest female voice
 - b. Mezzo-Soprano: middle female voice
 - c. Alto: lowest female voice
 - d. Tenor: highest male voice
 - e. Baritone: middle male voice
 - f. Bass: lowest male voice

2. Tempo: the speed
 - a. Grave: very, very slow
 - b. Largo: very slow
 - c. Adagio: slow
 - d. Andante: moderate; walking
 - e. Moderato: walking
 - f. Allegro: fast
 - g. Presto: very fast
 - h. Prestissimo: as fast as you can go
 - i. Ritardando: gradually slowing down
 - j. Accelerando: gradually getting faster
 - k. Crescendo: gradually increasing in volume
 - l. Decrescendo: gradually decreasing in volume

3. Dynamics: volume
 - a. pianissimo: symbol=*pp* definition: very quiet
 - b. piano: symbol = *p* definition: quiet
 - c. mezzo piano: symbol = *mp* definition: medium quiet
 - d. mezzo forte: symbol = *mf* definition: medium loud
 - e. forte: symbol = *f* definition: loud
 - f. fortissimo: symbol = *ff* definition: very loud

4. Refrain a.k.a. Chorus: the section of a song that is repeated after each verse

5. Verse: the section of a song that comes before and/or after the refrain with different words each time.

Appendix W-1

Name _____ Date _____

6th Grade Music
Using Vocabulary Words to Describe
“God Bless the U.S.A.” by Lee Greenwood

Lines 1-4

Describe the following:

1. Vocal Range: _____

2. Tempo: _____

3. Dynamics: _____

4. Are lines 1-4 the refrain or a verse? _____

Lines 5-8

Describe the following:

1. Vocal Range: _____

2. Tempo: _____

3. Dynamics: _____

4. Are lines 5-8 the refrain or a verse? _____

Appendix W-2

Lines 9-12

Describe the following:

1. Vocal Range: _____

2. Tempo: _____

3. Dynamics: _____

4. Are lines 9-12 the refrain or a verse? _____

Lines 13-16

Describe the following:

1. Vocal Range: _____

2. Tempo: _____

3. Dynamics: _____

4. Are lines 13-16 the refrain or a verse? _____

Lines 17-20

Describe the following:

1. Vocal Range: _____

2. Tempo: _____

3. Dynamics: _____

4. Are lines 17-20 the refrain or a verse? _____

Appendix X

God Bless the U.S.A.

By Lee Greenwood

Line 1: If tomorrow all the things were gone, I'd worked for all my life
Line 2: And I had to start again, with just my children and my wife
Line 3: I'd thank my lucky stars, to be livin' here today
Line 4: 'Cause the flag still stands for freedom, and they can't take that away

Line 5: And I'm proud to be an American, where at least I know I'm free
Line 6: And I won't forget the men who died, who gave that right to me
Line 7: And I'd gladly stand up, next to you and defend her still today
Line 8: 'Cause there ain't no doubt I love this land, God bless the U.S.A.

Line 9: From the lakes of Minnesota, to the hills of Tennessee
Line 10: Across the plains of Texas, From sea to shining sea
Line 11: From Detroit down to Houston, and New York to L.A.
Line 12: Well there's pride in every American heart, and its time we stand and say

Line 13: That I'm proud to be an American, where at least I know I'm free
Line 14: And I won't forget the men who died, who gave that right to me
Line 15: And I'd gladly stand up, next to you and defend her still today
Line 16: 'Cause there ain't no doubt I love this land, God bless the U.S.A.

Line 17: And I'm proud to be an American, where at least I know I'm free
Line 18: And I won't forget the men who died, who gave that right to me
Line 19: And I'd gladly stand up, next to you and defend her still today
Line 20: 'Cause there ain't no doubt I love this land, God bless the U.S.A.

Appendix Y-1

Name _____ Date _____

Lee Greenwood Fact Sheet

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Appendix Y-2

- 21. _____
- 22. _____
- 23. _____
- 24. _____
- 25. _____
- 26. _____
- 27. _____
- 28. _____
- 29. _____
- 30. _____
- 31. _____
- 32. _____
- 33. _____
- 34. _____
- 35. _____
- 36. _____
- 37. _____
- 38. _____
- 39. _____
- 40. _____
- 41. _____

Appendix Z

Name _____ Date _____

6th Grade Bulletin Board Assessment Form

CATEGORY	4	3	2	1
Content-Accuracy	All facts in the bulletin board are accurate.	99-90% of the facts in the bulletin board are accurate.	89-80% of the facts in the bulletin board are accurate.	Fewer than 80% of the facts in the bulletin board are accurate.
Writing-Grammar	There are no grammatical mistakes.	There are 1-2 grammatical mistakes.	There are 3-4 grammatical mistakes.	There are 5 or more grammatical mistakes.
Attractiveness & Organization	The bulletin board has exceptionally attractive formatting and well-organized information.	The bulletin board has attractive formatting and well-organized information.	The bulletin board has well organized information.	The bulletin board's formatting and organization of materials are confusing to the audience.

Student's Grade: _____

Appendix AA-1

Name _____ Grade Level _____

Comprehension Worksheet for
Our Heritage of American Patriotic Songs Video

1. Which country's national anthem tells a deep and moving story?

2. At the time "The Star-Spangled Banner" was written, what war was going on?

3. Who was fighting who in this war? _____

4. What is a "civilian"? _____

5. Dr. William Beanes was being held as a _____

by the _____ (what group of people?).

6. What was Francis Scott Key's profession? _____

7. What did Key do to help Beanes? _____

8. At first, the British did not want to let Beanes go. What convinced them otherwise?

9. Why didn't the British let the three men go right away after they released Beanes to Key?

10. Why were the Americans virtually helpless during the British bombardment on Fort McHenry?

11. At dawn, what did Key see? _____

12. What did Key do once he saw this? _____

Appendix BB-1

Comprehension Worksheet for
Our Heritage of American Patriotic Songs Video

1. Which country's national anthem tells a deep and moving story? *The United States*
2. At the time "The Star-Spangled Banner" was written, what war was going on? *The War of 1812*
3. Who was fighting who in this war? *Americans and the British*
4. What is a "civilian"? *persons not affiliated with the military*
5. Dr. William Beanes was being held as a *prisoner of war* by the *British* (what group of people?).
6. What was Francis Scott Key's profession? *He was a lawyer*
7. What did Key do to help Beanes? *He rented a small boat and sailed out to the British fleet to try to negotiate Beanes release.*
8. At first, the British did not want to let Beanes go. What convinced them otherwise? *Letters from wounded British soldiers on shore telling of the kind treatment they'd received from the Americans convinced the British to allow Beanes to go.*
9. Why didn't the British let the three men go right away after they released Beanes to Key? *The British didn't let them go right away because they were planning an attack on Baltimore, and the three men knew about it now; therefore, they couldn't let them return to shore because they would warn the Americans of the impending attack.*
10. Why were the Americans virtually helpless during the British bombardment on Fort McHenry? *Because their guns couldn't reach the British in the ocean, the Americans were virtually helpless.*
11. At dawn, what did Key see? *The American flag still flew at dawn.*
12. What did Key do once he saw this? *Key used an old letter in his pocket to write his emotions down.*

Appendix BB-2

13. Where did Key finish the poem? *In a Baltimore hotel room, Key finished the poem.*
14. FALSE The poem was not set to music until three years later.
It was set to music a few days after it was written.
15. TRUE Once the poem was set to music, it was an immediate success.
16. TRUE In 1916, President Wilson ordered “The Star-Spangled Banner” to be
played by all armed forces.
17. FALSE In 1996 a bill was passed designating “The Star-Spangled Banner” as our
national anthem.
The year was 1931.

For Fifth and Sixth Graders:

18. After viewing this video, why do you think “The Star-Spangled Banner” is considered a story of heroism and courage by many?

Answers will vary but should reflect that the Americans did not surrender at Fort McHenry. Seeing the flag still flying the next morning reflected the men’s heroism and courage.

Appendix CC

Name _____ Grade Level _____

Our Heritage of American Patriotic Songs Video

Directions: put the following events in the order they happened.

_____ Francis Scott Key wrote a poem on an old letter in his pocket.

_____ Dr. Beanes was being held prisoner on a British ship.

_____ A bill was passed that made “The Star-Spangled Banner” our national anthem.

_____ Francis Scott Key sailed out on a small boat to rescue Dr. Beanes.

_____ The British attacked Fort McHenry.

_____ The British let Dr. Beanes go.

_____ Francis Scott Key finished the poem in his hotel room.

Appendix DD

Answer Key for...

Our Heritage of American Patriotic Songs Video

Directions: put the following events in the order they happened.

- #5 Francis Scott Key wrote a poem on an old letter in his pocket.
- #1 Dr. Beanes was being held prisoner on a British ship.
- #7 A bill was passed that made “The Star-Spangled Banner” our national anthem.
- #2 Francis Scott Key sailed out on a small boat to rescue Dr. Beanes.
- #4 The British attacked Fort McHenry.
- #3 The British let Dr. Beanes go.
- #6 Francis Scott Key finished the poem in his hotel room.

Music Share-O-Gram

To: _____

From: _____

In music class we've been studying: _____

Here is an interesting fact I learned:

Return-O-Gram

Please check one:

_____ Wow, that's an amazing fact, I didn't know that!

_____ Actually, I already knew that fact!

Here is another fact I know about this subject:

Signature: _____

Completed Return-O-Gram needs to be brought back to music class by student!

God Bless America **Words and Music by Irving Berlin**

Example 1: God Bless America, land that I love.

Stand beside her, and guide her

Though the night with a light from above.

From the mountains to the prairies, to the oceans, white with foam.

God bless America, my home sweet home.

God bless America,

My home sweet home.

Example 2: God Bless America,

Land that I love.

Stand beside her,

And guide her,

Through the night

With a light

From above.

From the mountains,

To the prairies,

To the ocean,

White with foam,

God bless America,

My home sweet home.

God bless America,

My home sweet home.

A Brief Biography of Irving Berlin

Irving Berlin, or Israel Baline, was born in 1888 in Mohilev, Russia. In 1893, he and his family immigrated to the United States and settled in New York's Lower East Side. Israel left home when he was just 14, and earned money singing in saloons for spare change. His first song was published in 1907 and was titled "Marie from Sunny Italy." Two years later, Israel changed his name to Irving Berlin.

Irving Berlin did not read or write music, but had his secretary write all his music manuscripts. He was the most **prolific** songwriter of the twentieth century. He composed over 1200 songs, including "White Christmas," "Blue Skies," and "Alexander's Ragtime Band."

"God Bless America" was first introduced in 1938, as World War II was approaching. It was sung by Kate Smith, a famous singer of her day, on her radio program during a special "Armistice Day" broadcast. Armistice Day later became known as Veteran's Day. All the royalties from "God Bless America" are donated to the Boy and Girl Scouts of America.

Appendix HH

Eighth Notes, Sixteenth Notes and Dotted Rhythms

Appendix II

“Tradition” creativity assignment rubric

Name: _____ **Tradition:** _____

Score	4	3	2	1
Paragraph	Student completed thoughtful paragraph using five sentences. Spelling and grammar were correct. Song or poem selected was appropriate for tradition named.	Student completes paragraph using five sentences. Less than three mistakes in spelling and grammar were present. Song or poem selected was appropriate for tradition named.	Students paragraph did not contain five sentences. More than three mistakes in spelling and grammar were present. Song or poem selected was not appropriate for tradition named.	Student did not write a complete paragraph. Misspellings and incorrect grammar occurred frequently. Student did not select a song or poem to accompany tradition named.
Oral Presentation	Student maintains eye contact with audience, speaks in a clear voice and uses adequate projection so that all in the audience can hear. All of the words are pronounced correctly.	Student maintains eye contact with audience most of the time, speaks in a clear voice and pronounces most of the words correctly.	Student did not maintain eye contact with the audience. Student did not speak clearly and project voice.	Student chose not to present paragraph to class.

Homeroom Teacher: _____ **Date:** _____

Score: _____

Patriotic Worksheet for Fourth Grade

Name: _____ Teacher: _____

Date: _____

1. What is the title of the song used by the U.S. Army? _____

2. What does "anchors aweigh" mean? _____

3. What is your favorite tradition at home? _____

4. A "Caisson" is (circle the correct answer):

a. a kind of typewriter

b. a wagon carrying ammunition

c. an army hat

d. a type of gun

5. What is the title of the hymn used by the Marines? _____

6. For what event was "Anchors Away" composed?

a. the launching of a new ship

b. the creation of a heavier anchor

b. the Army-Navy football game

d. The Armed Forces Olympics

7. From "The Air Force Song," what do you think "wild blue yonder" means?

Appendix KK

Patriotic Worksheet for Fourth Grade - Answer Key

Name: _____ Teacher: _____

Date: _____

1. What is the title of the song used by the U.S. Army? "The Caissons go rolling along"

2. What does "anchors aweigh" mean? The ship's anchor is drawn up to the boat

3. What is your favorite tradition at home? This is subjective

4. A "Caisson" is (circle the correct answer):

a. a kind of typewriter

b. a wagon carrying ammunition

c. an army hat

d. a type of gun

5. What is the title of the hymn used by the Marines: The Marines' Hymn

6. For what event was "Anchors Away" composed?

a. the launching of a new ship

b. the creation of a heavier anchor

b. the Army-Navy football game

d. The Armed Forces Olympics

7. From "The Air Force Song," what do you think "wild blue yonder" means?

This answer is subjective

