

Life in a New Nation Unit (Music)

Lesson Plan by Abby White

Lesson: Classroom Anthem **Length:** 30 minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

Musical Art: 5.3.1 Independently and cooperatively improvise successive melodic phrases to create a song.

Social Studies: 5.1.18 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.

Performance Objective: Students will complete the words to a classroom anthem that say what they stand for, when given familiar tunes to work with.

Assessment: Students will be graded on completion and check list below.

Advanced Preparation by Teacher:

- Get a copy of the United States National Anthem for the students.
- Get familiar tunes without words for the students to hear.
- Lined paper and writing utensils for students.

Procedure:

Introduction/ Motivation: In this unit you have hopefully learned what our country stands for and how hard our ancestors have worked to give us our freedoms we have had today. Today you get to make your own anthem, just like the United States Anthem. We are going to listen to different tunes that you know and you can pick one and put words to it. You will be put into groups of three (or four if class is bigger).

Step-by-Step Plan:

1. Hand out copies of the National Anthem.
2. Go over it with the class; explain to them what it means to the United States.
3. Listen to the different tunes that you have selected.
4. Ask them if they have heard these before.
5. Group students up into groups that you believe they will work best in.
6. Explain instructions: "In your groups you will create an anthem for the class. This should go to one of the familiar tunes that we have listened to today. The anthem should contain beliefs that you feel are important to a classroom. Make sure that when you are writing your song, that you are able to sing it as well. You will have 10 minutes to work with your group to complete this project."
7. Allow students to have 10 to 15 minutes of work time.
8. Once students have completed their anthems, let them present them to the class. If you would like to add some competition to the project, let the student vote on what should be their class anthem.

Closer: What are some beliefs that you thought should be in our anthem? (Bloom's Knowledge) Can you imagine how hard it was to create an anthem for our country that is still used and means something in today's time? (Bloom's Analysis) (If students voted on anthem) What made you vote for the anthem that you voted for? (Bloom's Analysis) This was the end of this unit. Tomorrow we will do one final presentation that will be taking the place of your test. The final presentation will be a debate between Federalist and the Antifederalist. Make sure to look over the key views of these two different groups.

Adaptations/ Enrichment: For adaptation and enrichment, pair the two together. This allows the student who needs help some one on one help, and it gives a challenge to the enrichment child to help the child who needs help.

Self-Reflection: Were my students able to come up with beliefs that they should stand for? Were my students able to come up with words to create a song? Were my adaptations and enrichments effective? Will I do this activity again? If I do decide to do this activity again, what will I do differently?

The Star Spangle Banner

Oh, say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Copied from: <http://www.scoutsongs.com/lyrics/starspangledbanner.html>

Check list for Classroom Anthem

Students Name: _____

Student must get six out of eight to pass the project.

_____ Completed a classroom anthem

- _____ Put their own beliefs into the anthem
- _____ Got along with the members of their group
- _____ Put their own thoughts out into the group to be used
- _____ Participated with their group members
- _____ Completed anthem in a time allowed
- _____ Students picked one of the tunes that were given to them to use
- _____ Anthem words work with the tune that the group picked