

The Civil War

Author: Rebecca Penerosa
Subject: Social Studies & Language Arts

Year: 2015
Grade: 5th

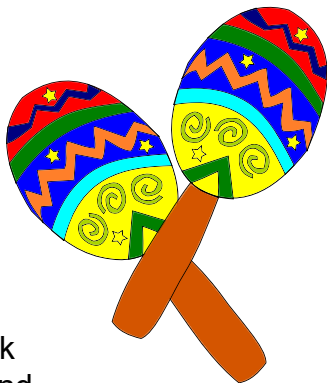
Artform: Music
Duration: 45 Minutes

OVERVIEW

- Briefly cover elements of 4 instrument families then move on to specific characteristics of percussion instruments.
- Explore each instrument and assign a timbre and specific musical pattern.
- Assign an instrument to match the characteristics of given word(s) in text.
- Play the musical pattern with appropriate instrument in time of narration (basically play when your word has been spoken by the reader).

SUPPLIES, EQUIPMENT AND RESOURCES

- Place percussion instruments on table:
 - Guiro
 - Cabasa
 - Monkey Drum
 - Triangle
 - Thunder tube
 - Vibra slap
 - Bells
 - Glockenspiel
 - Hand drums
 - Tambourine
 - Maracas
- Have dry erase markers and white board handy to write.
- Prepare text and mark where to begin and end reading.
- Must have a computer and projector to display the web content within this lesson.



BOOK RESOURCE:

- [The Civil War: An Interactive History Adventure \(You Choose: History\)](#) by Matt Doeden

FINE ART STANDARDS

5TH GRADE MUSIC STANDARDS STANDARD 2:

Playing The student will play instruments as a means of musical expression.

OBJECTIVE 1

Discover and demonstrate sounds on simple instruments of the classroom and various cultures.

- a. Demonstrate various timbres and effects of simple instruments.
- b. Judge success in using proper playing and handling techniques on a variety of classroom instruments.

OBJECTIVE 2

Perform independently or with others simple melodies and accompaniments on classroom instruments.

- a. Evaluate success in playing with a beautiful tone, starting and stopping together, keeping a steady beat, and at indicated volume and tempo on a variety of classroom instruments.

INTEGRATED STANDARDS

5TH GRADE SOCIAL STUDIES STANDARDS BENCHMARK:

As the United States expanded westward, major issues, some of them from the first years of the nation, began to challenge the stability of the nation. As the nation expanded, issues of states rights, the institution of slavery, and economic development culminated in a Civil War. This war formally ended slavery and strengthened the power of the Federal government. The era after the Civil War was a time of major economic development and technological innovation.

STANDARD 4

Students will understand that the 19th century was a time of incredible change for the United States, including geographic expansion, constitutional crisis, and economic growth.

OBJECTIVE 2

Assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.

a. Compare how cultural and economic differences of the North and South led to tensions.

5TH GRADE LANGUAGE ARTS STANDARDS

READING: INFORMATIONAL TEXT STANDARD 3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

OBJECTIVES

The students will be able to:

1. Name the four instrument families and summarize the characteristics of the Percussion family.
2. Accurately play the given instrument using a pre-determined musical pattern
3. Play the instrument at the appropriate time in the text.
4. Retell certain historical events present in the book with accuracy.
5. Explain events encompassing the civil war including tensions between the North and South sides.



TEACHING AND TIMELINE

INTRODUCTION:

- Introduce instrument families to students. Cover characteristics of the instruments and create a class list.
- Instruct all students to watch this clip:
 - [Instrument Families of the Orchestra: String, Woodwind, Brass & Percussion](#) (Study.com)
 - Then, participate in the online class-list building. Encourage students to list instruments that others may not know.
- Pass out instrument pictures and divide the wall into four spaces using string. Place a title above each space (strings, woodwinds, brass, percussion). Have the students tack their picture into the appropriate space.
- Single out the percussion area. Have students discover what entails a percussion instrument: something you can hit, scrape, or shake.

DEMONSTRATION:

Describe Timbre:

- Basic Elements
- Pitch Class
- Texture of music



Explore the timbre of each percussion instrument. Instruct specifically the correct way to play each instrument.

Given the list of words from the text, apply an instrument to match any given word. Using dry-erase markers and the white board, list each word and then have the students write the name of their instrument next to the prospective word. Demonstrate for the class and discover if the best fit for timbre/ word character has been met.

Compose a short pattern for each percussive instrument and then show the class. Invite each student to practice by playing on cue.

Have the narrator begin reading the text while students prepare to add accompaniment through playing their instrument at the appropriate time. A wonderful, musical narrative should result!



Invite students to take the instrument quiz online in their canvas classroom portal. (Created through PowerPoint)

Have students create and submit an assignment online of a similar lesson plan with a different book. Students must read at least one other classmate's lesson and respond.

WORK PERIOD:

Introduce book:

[The Civil War: An Interactive History Adventure \(You Choose: History\)](#) by Matt Doeden

In the first chapter, students will gain an introduction to important historical figures of the civil war. They will also learn of the tension between the Southern and Northern territories of the United States.

Define and explore important terms as related to the Civil War:

- | | | | |
|---------------|----------|-----------|--------|
| • North | • Union | • Tension | • West |
| • South | • Battle | • East | • Army |
| • Confederate | • War | | |

Recall previous lessons assessing geographic, cultural, political, and economic divisions between regions in the United States in the 19th Century. Using the online tool discussion thread, comment on how these factors led to the civil war.

Be sure to respond to at least one other classmate's comments.

Tension can be illustrated through the state of our nation at this time, and it may also be demonstrated through the use of instruments (specifically percussive instruments for this lesson). Engage the students in playing their instruments to help narrate the passages in the first chapter of The Civil War.

CLOSURE/SUMMARY:

For closing, add multiple tubanos and world drums so that each child in the class has a percussion instrument. Be sure that the majority of the instruments are drums at this point. Lead the class in a drum circle and specifically assign poly-rhythms to hear the tension between the duple and triple meters.

Discuss how this tension helps illustrate the disagreement between the North and South at this time. Also, if time permits, demonstrate how talking with drums can help resolve conflict and have two students volunteer to try it out – this can be a great tool for classroom management as well!



INTEGRATION INFORMATION

Using both Social Studies and Language Arts in harmony with Music, this lesson provides an integration opportunity in which all three areas are served equally.

ESSENTIAL QUESTIONS

- What is a percussion instrument?
- What are the key historical events of the Civil War in the United States of America?
- How can a student make meaningful reference to important terms outlining the Civil War?

ASSESSMENT STRATEGIES

Visually assess each student as he/she plays their instrument during the appropriate time. Using the percussion playing rubric, determine their ability to play accurately. Also at this time, assess whether or not the student is paying attention to the appropriate vocabulary.

As an extension opportunity, have students write their own option for the next chapter of the story with selected words and accompanying instruments.

DIFFERENTIATION

Supply students in the ESL program with appropriate translation flashcards for key words.

Consider utilizing the appropriate percussion instrument for students with special needs. Allow for modifications, such as hand straps for mallets or bells/triangles hung from a frame for accessibility.

VOCABULARY

- Guiro
- Cabasa
- Glockenspiel
- Tambourine
- Confederate
- Tension

HISTORICAL ELEMENT

American Civil War 1861-1865

