

# Lyrical American History

*Using familiar songs to teach pieces of American history is a unique way to gain the interest of students. Furthermore, allowing them to write and illustrate in their own journals as they learn about the songs gives them a sense of ownership to their learning.*

## Curriculum/State Standard

1.2, 1.3, 3.3, 3.5, 6.1, 6.2

## Overview

As students learn American history, they will become familiar with popular Americana songs that originated from historical events. They will write and illustrate about the songs in their own Lyrical Journals.

## Objectives

- The students will identify the origins of folk and Americana songs in America's history.
- The students will learn the lyrics and melodies to a variety of folk and Americana songs.
- The students will describe in written narrative or poetic form about how the songs originated.
- The students will visually interpret the songs through collages, drawings, or other works of visual art.
- The students will gain an appreciation for the history behind the lyrics of many well-known songs unique to America.

## Materials

Blank, spiral bound journals (one per student), colored pencils, magazines.

Optional: bare book line guides

Optional: cassettes/CD's with the songs

## Readiness Activity

Each song will have a different readiness activity, generally the studying of an historic event or era that will lead into the historical background of the song. Listening to the song, identifying the author, and the learning of the lyrics should also be a part of the readiness activity.

*Continued on the back...*

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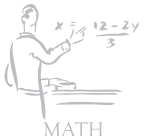
GRADE LEVEL



ARTS



LANGUAGE



MATH

# Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

# 2-3

WEEKS

# \$400

TOTAL BUDGET



THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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# *“Lyrical American History” project continued...*

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## **Strategies/Activities**

Students will be introduced to folk or Americana songs in conjunction with lessons about American history. (the Internet is a good resource; also, videos and filmstrips)

Samples:

“Yankee Doodle”:  
Revolutionary War

“Star Spangled Banner”:  
War of 1812

“America the Beautiful”:  
westward expansion

“She'll Be Coming 'Round the Mountain”:  
transcontinental railroad

Lyrical Journal entries-student written explanations of the songs (use a variety: poems, skits, stories, etc.)

Students will create visual representations of the songs, using a variety of art media (collages, magazines, etc.)

## **Culminating Activity**

A community performance will be done that includes the reading of the history of each song, performing the songs, and sharing and displaying of the Lyrical Journals.

## **Evaluation**

A written assessment that requires the students to place songs studied in chronological order as well as match the songs to the historical events from which they originated.

Lyrical Journals will be collected and evaluated for historical accuracy according to a rubric.