

## TPS Professional Development Activity

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<b>Title of Activity</b>	Book Backdrops and the American Revolution
<b>Overview</b>	Participants will take the role of students and analyze music to learn about World War I. This lesson can easily be adapted for any historical event.
<b>Essential or Investigative Question</b>	<i>How did Americans attitude toward World War I change?</i>
<b>Audience</b>	<b>This activity is best suited for educators of the following grade levels</b> <input type="checkbox"/> Grades 6-8 <input type="checkbox"/> Grades 9-12 <b>This activity is best suited for educators of the following content areas</b> <input type="checkbox"/> Art/Music <input type="checkbox"/> English/ Language Arts <input type="checkbox"/> Social Studies/ Social Sciences
<b>Time Required</b>	One 60-minute session
<b>Goals</b>	Participants will learn practical ways to teach using sheet music and audio recordings.
<b>Standards</b>	<ul style="list-style-type: none"><li>• Educators will design and/or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</li><li>• Increase educator effectiveness and results for all students, integrates theories, research and models of human learning to achieve its intended outcomes.</li></ul>
<b>Objectives</b>	By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none"><li>• Justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.</li><li>• Describe examples of the benefits of teaching with primary sources.</li><li>• Analyze a primary source using Library of Congress tools.</li><li>• Access primary sources and teaching resources from loc.gov for instructional use.</li><li>• Analyze primary sources in different formats.</li><li>• Analyze a set of related primary sources in order to identify multiple perspectives.</li><li>• Facilitate a primary source analysis using Library of Congress tools.</li><li>• Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).</li></ul>



**Digital  
Resources****Primary sources from loc.gov:**

- Title: Keep the Trench Fire Going (notated music)  
Date created/published: 1918  
Creator/Author: Harry von Tilzer and Eddie Moran  
URL: <http://memory.loc.gov/diglib/ihas/loc.natlib.ihas.200211501/default.html>
- Title: Keep the Home Fires Burning (notated music)  
Date created/published: 1915  
Creator/Author: Chappell and Co. - Novello, Ivor - Ford, Lena Guilbert  
URL: <https://www.loc.gov/item/ihas.100008252/>
- Title: Keep the Home Fires Burning (audio recording)  
Date created/published: 1915  
Creator/Author: Lena Guilbert Ford, Ivor Novello, Walter B. Rogers, Frederick Wheeler  
URL: <http://www.loc.gov/jukebox/recordings/detail/id/4118>
- Title: Over There (notated music)  
Date created/published: 1917  
Creator/Author: Leo Feist, Inc - Cohan, George M.  
URL: <https://www.loc.gov/item/ihas.100005155/>
- Title: Over There (sound recording)  
Date created/published: 1917  
Creator/Author: George M. Cohan, Nora Bayes, George M. Cohan, Josef Pasternack  
URL: <http://www.loc.gov/jukebox/recordings/detail/id/5977>
- Title: I Didn't Raise My Boy to Be a Soldier (audio recording)  
Date created/published: April 3, 1915  
Creator/Author: Ernie Erdman , Blanche Merrill , Fred Fisher  
URL: <http://www.loc.gov/jukebox/recordings/detail/id/1324>
- Title: I Didn't Raise My Boy to Be a Soldier (notated music)  
Date created/published: 1915  
Creator/Author: Piantadosi, Al and Bryan, Alfred  
URL: <https://www.loc.gov/item/2002600251/>
- Title: America, Here's My Boy (audio recording)  
Date created/published: April 26, 1917  
Creator/Author: F. Wallace Regá , Arthur Lange , Billy James  
URL: <http://www.loc.gov/jukebox/recordings/detail/id/5487>
- Title: America, Here's My Boy (notated music)  
Date created/published: 1917  
Creator/Author: Arthur Lange, Sterling, Andrew B.  
URL: <https://www.loc.gov/item/ihas.100006910/>

**Other resources:**

- Title: Keep the Trench Fires Going (audio recording)  
URL: <http://www.firstworldwar.com/audio/keepthetrenchfires.htm>



**Classroom  
Materials**

- Overhead projector/SMART board/Promethean Board
- PowerPoint presentation
- Internet access or download of music files
- Speakers
- Handout of lyrics for students
- Music analysis handout
- Poster paper
- Optional:
- Individual student computers
- Headphones

**Preparation**

- Print individual or partner copies of the lyrics. You may choose to print these on cardstock and reuse them.
- Print a copy of the graphic organizer packet for each participant
- Print a copy of the timeline for each participant
- Ensure you have a projector or other way to display the lyrics to the group (or you may choose to use only the individual copies)
- Download or check the links to the music

**Procedure**

1. Suggested introduction. As you prepare to begin play a song that you feel your audience will connect to. For example, play an anti-war song from the Vietnam era. Edwin Starr's "War" is very straightforward and most participants are familiar with it. After the song plays ask teachers the following questions from the graphic organizer:

- Approximately when was this song written?
- What historically significant events were occurring at the time?
- What was the creator's purpose?
- Who was the intended audience?
- Is this a primary or secondary source? What clues led you to that decision?
- What is the song about?
- Describe the music. What is the tempo? What mood do you get and why?

Lead teachers in a brief discussion how music and this type of discussion would be beneficial in a historical context. Explain that today they will be the students participating in a music analysis of songs from World War I America.

2. Activity. Provide each participant with a copy of the lyrics, timeline and packet of graphic organizers.

- Have participants to review the event of the timeline on their own.
- Explain that you are going to model the activity just as teachers would with their classes. Participants should consider throughout the activity necessary modifications for their students.
- Display the lyrics to "Keep the Home Fires Burning", explaining that this is a British song so students should consider it from the British point of view. Note for participants that even when lyrics are displayed students should have their own copy to refer back to. Have a volunteer read the lyrics out loud as the rest of the group follows along.
- Participants should then answer the following questions on the graphic organizer  
Where was it written? Great Britain      When was it written? 1914



What historically significant events were occurring at the time?

What was the creator's purpose? (to persuade, to amuse, to dance to, etc.)

Who was the intended audience?

Is this a primary or secondary source? What clues led you to that decision?

Lyrics: What is the song about?

- Discuss the answers to this question, encouraging participants to add to their own observations.
- Play the audio recording of the song, encouraging participants to focus on the music instead of the lyrics. While you play it a second time have participants answer the music questions: What is the tempo? What mood do you get and why?
- Discuss what information/point of view about the Great War can be gleaned from the song.
- Note: Presenter may choose to eliminate this song and begin with "I Didn't Raise My Boy to Be a Soldier" based on time restraints and/or presenter desire.
- Repeat the previous steps with the remaining songs using/modeling the following modifications: having participants read the lyrics as the music is playing, small group/partner discussion. Note: When the participants are teaching students who have analyzed music before or as an assessment they may listen individually using headphones, completing the graphic organizers independently.

3. Closing: Discuss the answer to the final essay question. This would be the conclusion for students.

### **Assessment/ Reflection**

Lead group discussion on what essential knowledge or curriculum standards they would meet with this lesson. This will allow them to see the benefit of teaching with primary sources instead of textbook.

Have teachers discuss in small groups and note of poster board their group answers to the following questions:

- How could they, as teachers, make this work in their classroom?
- What modifications would be needed?
- What potential problems do they see? Have them brainstorm possible solutions.

Once participants have had this discussion in small groups allow for time for the whole group to come back together and share their observations. By encouraging this discussion you are removing obstacles that lone teachers may anticipate in such a lesson.



**World War I Timeline**

- 1881** Triple Alliance formed by Germany, Austria-Hungary and Italy. In it Italy is required to back Germany if it were attacked by France. Germany and Austria-Hungary agree to back each other if attacked by Russia
- 1907** Triple Entente formed by Great Britain, France and Russia which suggests members have a “moral obligation” to support one another in case of war
- 1914**
- June 28 Austrian Archduke Franz Ferdinand is assassinated in Serbia
- July 6 Germany agrees to support Austria-Hungary against Serbia
- July 28 Austria-Hungary declares war on Serbia.
- August 1-4 Germany declares war on Russia, France and Belgium and invades Poland, Luxembourg, France, and Belgium. Great Britain declares war on Germany
- August 10-13 France and Britain declare war on Austria-Hungary
- August 19 The United States officially declares its neutrality
- August 23 Japan declares war on Germany
- September 5 Britain, France and Russia sign agreement not to seek separate peace
- 1915**
- April 22 Germany begins using chlorine gas
- May 7 British liner Lusitania sunk by German submarine
- May 23-24 Italy declares war of Austria-Hungary
- August 21 Italy declares war of Turkey
- 1916**
- August 26 Italy declares war on Germany
- November 7 Wilson is re-elected president “He kept us out of war”
- 1917**
- April 6 United States declares war on Germany
- 1918**
- November 11 Armistice ends fighting in Europe
- November 14 German forces in East Africa surrender, ending combat



**Keep the Home Fires Burning**  
**Ivor Novello (British, 1914)**

They were summoned from the hillside  
They were called in from the glen,  
And the country found them ready  
At the stirring call for men.  
Let no tears add to their hardships  
As the soldiers pass along,  
And although your heart is breaking  
Make it sing this cheery song:

## Chorus:

Keep the Home Fires Burning,  
While your hearts are yearning,  
Though your lads are far away  
They dream of home.

There's a silver lining  
Through the dark clouds shining,  
Turn the dark cloud inside out  
'Til the boys come home.

Overseas there came a pleading,  
"Help a nation in distress."  
And we gave our glorious ladies  
Honor bade us do no less,  
For no gallant son of freedom  
To a tyrant's yoke should bend,  
And a noble heart must answer  
To the sacred call of "Friend."  
(Chorus)



**Keep the Trench Fires Going**  
**VonTilzer and Moran (American, 1918)**

Uncle Sammy's boys are somewhere over there  
in France  
Someone's going to know they're in a fight.  
Uncle Sammy's boys are not afraid to take a  
chance  
When they're fighting for a cause that's right.  
But while Uncle Sammy's boys are fighting  
brave and true,  
There's something too that we have got to do.

Chorus (sung twice after each verse):  
Keep the trench fires going for the boys out  
there.  
Let's play fair, and do our share.  
Our boys are fighting for you and me, can't you  
see?

For you and me and Liberty.  
Let's make a showing while they're o'er the  
foam,  
Do your bit and bring them home.  
Keep the trench fires going for the boys out  
there.  
Let every son of Uncle Sammy do his share.

Uncle Sammy's boys are going over there to  
win  
Someone will be wiser when they're through.  
Uncle Sammy's boys are going right into Berlin,  
Then they'll tell the Kaiser what to do.  
But if we want Uncle Sammy's boys to finish  
strong,  
It's up to us to help the boys along

**Over There**  
**George M. Cohan (American, 1917)**

Johnnie, get your gun,  
Get your gun, get your gun,  
Take it on the run,  
On the run, on the run.

Hear them calling, you and me,  
Every son of liberty.  
Hurry right away,  
No delay, no delay,

Make your daddy glad  
To have had such a lad.  
Tell your sweetheart not to pine,  
To be proud her boy's in line.

Chorus:  
Over there, over there,  
Send the word, send the word over there-  
That the Yanks are coming,  
The Yanks are coming,  
The drums rum-tumming everywhere

So prepare, say a prayer,  
Send the word, send the word to beware.  
We'll be over, we're coming over,  
And we won't come back till it's over, over  
there.

Johnnie, get your gun,  
Get your gun, get your gun,  
Johnnie show the Hun  
Who's a son of a gun.

Hoist the flag and let her fly,  
Yankee Doodle do or die.  
Pack your little kit,  
Show your grit, do your bit.

Yankee Doodle fill the ranks,  
From the towns and the tanks.  
Make your mother proud of you,  
And the old Red, White and Blue.  
(Chorus sung twice)



**“I Didn’t Raise My Boy to Be a Soldier”  
Bryan and Piantadosi, (American, 1915)**

Ten million soldiers to the war have gone,  
Who may never return again.  
Ten million mothers' hearts must break,  
For the ones who died in vain.  
Head bowed down in sorrowin’ her lonely  
years,  
I heard a mother murmur thro' her tears:

Chorus:

I didn’t raise my boy to be a soldier,  
I brought him up to be my pride and joy,  
Who dares to put a musket on his shoulder,

To shoot some other mother’s darling boy?  
Let nations arbitrate their future troubles,  
It’s time to lay the sword and gun away,  
There’d be no war today,  
If mothers all would say,  
I didn’t raise my boy to be a soldier.

(Chorus)

What victory can cheer a mother’s heart,  
When she looks at her blighted home?  
What victory can bring her back,  
All she cared to call her own?  
Let each mother answer in the year to be,  
Remember that my boy belongs to me!

(Chorus)

**America, Here's My Boy**  
**Lange and Sterling (American, 1917)**

There's a million mothers knocking at the nation's  
door,  
A million mothers, yes and there'll be millions more,  
And while within each mother heart they pray,  
Just hark what one brave mother has to say.

[Chorus]  
America, I raised a boy for you.  
America, you'll find him staunch and true,  
Place a gun up-on his shoulder,  
He is ready to die or do.

America, he is my only one;  
My hope, my pride and joy,  
But if I had another,  
He would march beside his brother;  
America, here's my boy.

There's a million mothers waiting by the fireside  
bright,  
A million mothers, waiting for the call tonight.  
And while within each heart there'll be a tear,  
She'll watch her boy go marching with a cheer.

[Repeat Chorus]



**World War I Music Analysis**      Name \_\_\_\_\_

Song Title: Keep the Home Fires Burning

Author: \_\_\_\_\_

Where was it written? \_\_\_\_\_ When was it written? \_\_\_\_\_

What historically significant events were occurring at the time?

What was the creator's purpose? (to persuade, to amuse, to dance to, etc.)

Who was the intended audience?

Is this a primary or secondary source? What clues led you to that decision?

Lyrics	Music/Accompaniment
<p>What is the song about?</p>	<p>Describe the music. What is the tempo? What mood do you get and why?</p>

What information about World War I do you get from this song?



Song Title: I Didn't Raise My Boy to Be a Soldier

Author: \_\_\_\_\_

Where was it written? \_\_\_\_\_ When was it written? \_\_\_\_\_  
 What historically significant events were occurring at the time?

What was the creator's purpose? (to persuade, to amuse, to dance to, etc.)

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Lyrics	Music/Accompaniment
What is the song about?	Describe the music. What is the tempo? What mood do you get and why?

What information about World War I do you get from this song?

What event(s) from the timeline may have led to the creation of this song?

Song Title: Over There

Author: \_\_\_\_\_

Where was it written? \_\_\_\_\_ When was it written? \_\_\_\_\_

What historically significant events were occurring at the time?

What was the creator's purpose? (to persuade, to amuse, to dance to, etc.)

Who was the intended audience?

Is this a primary or secondary source? What clues led you to that decision?

Lyrics	Music/Accompaniment
<p>What is the song about?</p>	<p>Describe the music. What is the tempo? What mood do you get and why?</p>

What information about World War I do you get from this song?

What event(s) from the timeline may have led to the creation of this song?



Song Title: America, Here's My Boy

Author: \_\_\_\_\_

Where was it written? \_\_\_\_\_ When was it written? \_\_\_\_\_  
 What historically significant events were occurring at the time?

What was the creator's purpose? (to persuade, to amuse, to dance to, etc.)

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What information about World War I do you get from this song?

What event(s) from the timeline may have led to the creation of this song?



Song Title: Keep the Trench Fires Going

Author: \_\_\_\_\_

Where was it written? \_\_\_\_\_ When was it written? \_\_\_\_\_

What historically significant events were occurring at the time?

What was the creator's purpose? (to persuade, to amuse, to dance to, etc.)

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What event(s) from the timeline may have led to the creation of this song?



In paragraph form answer the following questions: How did the American attitude toward the Great War change? What evidence can you cite using the lyrics and timeline? What events may have caused this change?

