

Name: Lillian H. Pailen

School or Institution: University of Mary Washington

Projected Date for Implementation: October 16, 2015

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| Title of Activity | <i>Music Literacy + the Common Core: Engaging Students Using Library of Congress Primary Sources</i> |
| Overview | Using America's songs and notated music as text, this introductory workshop explores how Library of Congress' digital resources can support music learning and inquiry. The Library of Congress digital primary sources are presented as tools to promote the new National Core Music Standard's goal of "instilling music literacy" and Common Core implementation in music general music classrooms. Participants will explore how using primary sources can enrich music instruction and help 21 st century learners gain a deep understanding of our culturally rich musical heritage. |
| Essential or Investigative Questions | What does music tell us about a culture and the time it was created? |
| Audience | This activity is best suited for educators of the following content area: <ul style="list-style-type: none"> • General Music or Music Survey/Appreciation • Grades 6-8 • Grades 9-12 |
| Time Required | <ul style="list-style-type: none"> • 1 hour 30 minutes |
| Goal | <ul style="list-style-type: none"> • Analyze primary sources. • Develop instructional strategies to help students examine and analyze primary sources. |
| Objectives | By the end of the PD activity, participants will be able to: <ul style="list-style-type: none"> • Identify the varied formats of Library of Congress primary sources supporting music instruction. • Analyze primary sources in different formats using Library of Congress tools. • Describe how primary sources can support music literacy and Common Core goals. |
| Digital Resources | <ul style="list-style-type: none"> • Primary source: <ul style="list-style-type: none"> ○ Title <i>Maryland, My Maryland</i> (audio recording) ○ Date created/published 1901-05-21 ○ Creator/Author Contributor: Victor- J. W. Myers Site ○ URL- http://www.loc.gov/item/jukebox.5091/ • Primary source: <ul style="list-style-type: none"> ○ Title <i>Maryland, My Maryland</i> (sheet music, notated music) ○ Date created/published monographic ○ Creator/Author Music published by Winner & Co., Philadelphia. ○ URL -http://www.loc.gov/item/amss002329/ • Primary source: |



- Title *Stars and Stripes Forever* (audio recording)
- Date created 1940-01-18
- Creator/Author Contributor: Rodriguez, Enrique - Kennedy, Stetson - Cook, Robert Harrison - Cook, Robert - Bazooka
- URL-<http://www.loc.gov/item/flwpa.3381a6/>
- **Primary source:**
 - Title *Stars and Stripes Forever* (audio recording)
 - Date created 1916-04-26
 - Creator/Author Victor - John Philip Sousa - Hurtado Brothers Royal Marimba Band of Guatemala
 - URL- <http://www.loc.gov/item/jukebox.4462/>
- **Primary source:**
 - Title *Stars and Stripes Forever* (audio recording)
 - Date created 1998
 - Creator/Author Contributor: United States Marine Band - Sousa, John Philip - U.S. Marine Band
 - URL -<http://www.loc.gov/item/ihas.100010504/>
- **Primary source:**
 - Title *Daughters of Freedom* (audio recording)
 - Date created 1998
 - Creators/Author Contributor: Library of Congress - Christie, Edwin - Saladini, Robert - Desellem, Phillip
 - URL-<http://www.loc.gov/search?new=true&q=daughters+of+freedom>
- **Primary source:**
 - Title *Daughters of Freedom* (sheet music)
 - Date created 1871
 - Creators/Author Contributor Ditson & Co., Oliver - Christie, Edwin
 - URL-<http://www.loc.gov/item/sm1871.02334/>
- **Primary source:**
 - Title *The Battle Hymn of the Republic*
 - Creators/Authors Contributors: Howe, Julia Ward, Lyricist--Steffe, William, Composer--Arranger, Wilhousky; Performer, U.S. Army Band
 - Lyricist
 - URL-
<http://lcweb2.loc.gov/natl/lib/ihas/service/patriotic/100010422/100010422.mp3>
- **Other resources:**
 - Title *Music as Historical Artifacts* (Build and Deliver Module)
 - URL-
<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Music-as-Historical-Artifacts.pdf>
 - Title Songs of Our Times (Teacher Classroom Material)
 - URL-
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/>



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| | <p>activities/songs/index.html</p> <ul style="list-style-type: none"> ○ Title <i>Thinking About Songs as Historical Artifacts</i> (Teacher Classroom Materials/Presentations) ○ URL- http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/songs/pdf/analysis.pdf ○ How to Use Primary Sources ○ Teacher’s Guide to Analyzing Sheet Music and Song Sheets ○ Primary Source Analysis Tool |
| Classroom Materials | <ul style="list-style-type: none"> ● Computer, projector, quality speakers ● PowerPoint slides ● Keyboard (electronic piano) ● Post-it Notes (large sheets) |
| Preparation | <ul style="list-style-type: none"> ● Research Library of Congress teacher materials supporting the workshop objectives. ● Download Library of Congress primary sources. ● Research necessary background material on Common Core implementation in music courses supporting music literacy. ● Select and download audio recordings for the presentation to the PowerPoint and computer. ● Print handouts (song sheets, analysis tools, etc.). ● Prepare display an item on screen or projector. ● Practice cueing primary sources and conduct a sound check. ● Arrange room, if necessary. |
| Procedure | <ol style="list-style-type: none"> 1. Invite participants to open the workshop by singing <i>Maryland, my Maryland</i> with the primary source audio recording playing in the background. Use <i>Maryland, my Maryland</i> primary source song sheets. 2. Present slide -- first essential question and quote from <i>Songs of the Times</i>: What do songs say about the time in which they were created? “Songs express what people think and feel, even as they introduce people, places and events. In this activity, you can explore the past through songs of the time. You can consider why the songs were written and what they tell you about life and beliefs during previous eras. Then, you can rewrite the songs for our times, reflecting the events, places, people, feelings and perspectives of today.” (John Steinbeck, quoted in <i>Songs of Our Times</i> (Library of Congress Classroom Teacher Materials)) 3. Have participants form small groups and discuss the following: “What is a song/piece you remember from your childhood? Why do you think you remembered that particular song or music? How can music help us understand a historical event?” 4. Have group report out from questions above and begin large group discussion on the following: “What does music tell us about a culture? How can music help students understand a historical event?” Say: “The Library of Congress provides free access |



digital primary sources that provide a lens for examining historical/cultural contexts in music classrooms.”

5. Distribute *How to Use Primary Sources*. Suggest that participants use this tool as a “quick start” for reviewing the Library of Congress digital resources. Access the search engine and conduct a search for “The Battle Hymn of the Republic.” Point out the varied music digital resources available —sheet music, notated music, audio files—in addition, you will find photographs, books personal correspondence of composer Julia Ward Howe, etc. Demonstrate accessibility of primary sources in other formats: maps, photographs, books, online collections, exhibits, etc.). During this overview of the website, play *The Battle Hymn* audio file in the background.

6. Distribute a *Teacher’s Guide to Analyzing Sheet Music and Song Sheets* to each participant. Review the *Teachers’ Guide* and explain that the questions are samples to help teachers guide and focus students’ analysis of the source as an historical artifact and for its music elements. Point out that questions can be modified to align to address specific grade-level standards. Show example state Historical/Cultural Context music standards for grades 6-8 and 9-12.

7. Distribute *Daughters of Freedom* sheet music, but ask participants not to open the music. Facilitate large group discussion. Begin by asking participants to observe the cover. Discuss essential questions such as: “What do you see on the cover? “What does this tell us about the song?” Next, have the participants look inside giving special attention to the lyrics: Discuss: Why do you think this song was written? “Why is it important? How do the music elements as notated contribute to the composer’s intent?”

8. Next, have participants look inside. Play the audio file, *Daughters of Freedom* and ask participants to sing this choral work on the second playing of the song. Discuss: “Why do you think this song was written?” “How does this song contribute to a deeper understanding of music?”

9. Show slide displaying alignment of standard Grade 8 objectives for Standard II: History/Cultural Context, new music standards and embedded Common Core task, Grade 8 requiring students to compare and contrast renditions of the same musical work. Debrief previous activity showing alignment with the activity and what students will be asked to do as stated in the objectives.

10. Distribute the *Primary Source Analysis Tool* to each participant to analyze three versions of John Phillip Sousa’s classic, *The Stars and Stripes Forever*. . Play excerpts of the three versions to guide participants’ choices. Allow participants to choose which of the three versions of The Stars and Stripes they would like to analyze: bazooka ensemble, marimba ensemble, or US military band ensemble. Play each version as small groups are working. Have the groups analyze their rendition and record their



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| | <p>thoughts based on Observations, Questions, and Reflections. Provide time for small groups to discuss their thoughts on the <i>Primary Source Analysis Tool</i>. Suggest to participants that they examine some of the sample questions on the Teacher’s Guide to Sheet Music that can be adapted for <i>instrumental music examples</i>. Ask: “What kinds of questions can be generated by this tool useful in helping to address MD Standard II: Historical/Cultural Context? Debrief the responses in large group discussion.</p> <p>11. Closure--Ask: How can using primary sources and inquiry support implementation of music standards? Have participants respond to the reflection questions below or the three questions on the survey (Appendix A).</p> <p>12. Lead the group in a finale performance of <i>Maryland, my Maryland</i>, perhaps accompanied by one of the participants on the keyboard. Or, sing the final chorus of <i>The Battle Hymn</i> with the audio recording in the background.</p> <p>13. Record responses from the full-group discussion in response to the three questions in Assessment/Reflection or ask participants to complete the survey (Appendix A).</p> |
| Assessment/ Reflection | <p><i>How can Library of Congress music digital resources be incorporated into participant’s standards-based music curricula? What do students gain as a result of examining music primary sources? How can primary sources support music literacy and address Common Core strategies?</i></p> |



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APPENDIX A: Survey

(Adapted from *MD Teacher Professional Development Evaluation Guide*, 2008)

Directions: Please provide feedback on the workshop by selecting one response to the questions below.

1. Which of the following statement best describes the likelihood that you will apply what you learned about Library of Congress music digital resources in your classroom? (Select one.)

(a) I have already used Library of Congress music resources in my classroom.

(b) I have already used Library of Congress music resources in my classroom, and it seemed to work well

(c) I have already incorporated Library of Congress music resources in my classroom, but it was not appropriate for my students.

(d) I look forward to using Library of Congress in my classroom in the next few weeks.

(e) I look forward to using Library of Congress resources in my classroom sometime later this year.

(f) I would like to use Library of Congress music resources but I don't have the technology requirements that I need.

(g) I don't think that these things will work with my students.

2. Indicate the extent to which the workshop met your professional learning needs in terms of supporting music objectives and Common Core approaches.

(Select one.)

(a) It addressed my professional learning needs completely.

(b) It addressed some of my professional learning needs.

(c) It did not address my professional learning needs.

(d) This activity did not help much because I was already familiar with this topic.

3. What do students gain as a result of locating and examining analyzing the Library of Congress' music primary resources?

4. Name three Library of Congress music resources presented today that you will likely use in your music classroom.

