

**Overall Organization of Unit
UNIT COVER PAGE**

Unit Title: A Musical Trip Across America!

Grade Level: 1st

Subject/Topic Area(s): Music - American Music 1900-1950s: Popular Musicians, Performers, and Songs

Designed By: Kathryn Bane, Georgia State University

Unit Duration: 9-12 Weeks

Brief Summary of Unit (Including curricular context and unit goals):

First graders are taking a musical trip across America. Beginning in 1903 with the invention of the airplane, students “board an airplane” and head out to explore America. They begin in Atlanta, briefly explore the major landforms, join in a New Orleans jazz parade, head off to Savannah to see the home of Johnny Mercer, and then finish off their adventure in Atlanta. Through each of these “stops” along their journey, students will sing representative songs of the early to mid-20th Century America.

A script provided allows this unit to easily become a mini-musical for a performance. Twelve weeks allows time for both the lessons and performance preparation. The lessons alone are appropriate for nine weeks. (These are based on weekly lessons).

**Overall Organization of Unit
Stage 1: DESIRED RESULTS**

<p>Content Standards:</p> <ul style="list-style-type: none"> • M1GM.1 Singing alone and with others, a varied repertoire of music • M1GM.6 Listening to, analyzing, and describing music • M1GM.7 Evaluating music and music performances • M1GM.8 Understanding relationships between music, the arts, and disciplines outside the arts • M1GM.9 Understanding music in relations to history and culture • M1GM.10 Moving, alone and with others, to a varied repertoire of music 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. America’s music has changed overtime. 2. Music can be affected by what is happening in a particular time and country. 3. America is the birthplace of jazz. 4. America had a wide variety of styles in popular music from 1900-1950. 	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What did America look like from 1900-1950? 2. What styles of music were popular in America from 1900-1950? 3. What were some songs typical from this period? 4. Who were a few of our most famous musicians during this time period? 5. How did the music during this period reflect what was happening in our country at the time? 	
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. American music has been shaped by events in our history. 2. Jazz is a style of music born in America. 	<p><i>Students will be able to...</i></p> <p>Perform songs from America, 1900-1950, including:</p> <ol style="list-style-type: none"> 1. “Up in My Aeroplane” (Gus Edwards) 2. “America the Beautiful” (Katherine Lee Bates & Samuel Ward) 3. “Maple Leaf Rag” (Scott Joplin) 4. “It Don’t Mean a Thing” (Duke Ellington & Irving Mills) 5. “Accentuate the Positive” (Harold Arlen & Johnny Mercer) 6. “ Zip-a-Dee-Doo-Dah” (Allie Wrubel & Ray Gilbert)

Overall Organization of Unit
Stage 2: ASSESSMENT EVIDENCE

Performance Task:

As an explorer of America during the early 1900s, you will perform a musical that will entertain an audience, as well as teach them about various songs, musicians, and events during this time in America.

Key Criteria:

1. I can sing songs from America's past that tell about our country ("Up in My Aeroplane"). (memory checks on lyrics & tune, teacher observation)
2. I can trace the melodic line of "America the Beautiful." (Students draw melodic contour with hands in air and tracing on a chart.)
3. I can put the words and lines of "America the Beautiful" in the correct order. (Student orders word/lines of text. Cards are on the floor.)
4. I can keep the steady beat in various ways and perform choreographed and un-choreographed movements to ragtime music of Scott Joplin ("Maple Leaf Rag"). (Teacher observation)
5. I can sing scat syllables to a popular American song ("It Don't Mean a Thing"). (Teacher observation, memory checks on lyrics)
6. I can recognize repeating and contrasting phrases ("Accentuate the Positive").(Students demonstrate repeating and contrasting movements to sections.)
7. I can identify and sing a song in ABA form ("Zip-a-Dee-Do-Dah"). (Students place shapes/letters/lyrics on board for corresponding sections.)

Other Evidence:

- Teacher observation
- Student movements

**Overall Organization of Unit
Stage 3: LEARNING PLAN**

Week 1	<ul style="list-style-type: none"> • Literature: Big Picture of American Music • Theme: We're going on a musical adventure in an airplane to see America. • Concept Focus - Melody goes up and down. • Historical connection - What did America look like in 1900? • Sing and Move to "Up in My Aeroplane"
Week 2	<p>Literature: America the Beautiful Theme: America the Beautiful</p> <ul style="list-style-type: none"> • Tracing Melodic line of America the Beautiful • Lyric sequencing
Week 3	<p>Literature: Theme: Ragtime, Scott Joplin Dance to a steady beat using choreographed and un-choreographed movements. Dance to Maple Leaf Rag</p>
Week 4	<p>Literature: Theme: Jazz Music, Scat Singing, Duke Ellington, Ella Fitzgerald; Sing "It Don't Mean a Thing"</p>
Week 5	<p>Review All songs; Hand out scripts, speaking parts, and solos. Practice reading over the script.</p>
Week 6	<p>Literature: <i>Johnny Mercer: The Dream's On Me</i> Documentary Theme: Johnny Mercer, Background info and early life (Chapters 1,3, & 6); Sing "Accentuate the Positive"</p>
Week 7	<p>Literature: <i>Johnny Mercer: The Dream's On Me</i> Documentary Theme: Johnny Mercer; Middle and later life (Chapters 15, 17, 18); Sing "Zip-a-Dee-Doo-Dah"</p>
Week 8	<p>Performance practice/review all songs, speaking parts, blocking, and staging.</p>
Week 9	<p>Performance</p>

Lesson Plan 1 - Introduction to Unit

<p>Lesson Title: Get Ready for a Big Adventure to See America!</p>	<p>Unit: American Music 1900-1950</p>	<p>Grade: 1st</p>
<p>Standards:</p> <ul style="list-style-type: none"> ● MKGM.1 Singing, alone and with others, a varied repertoire of music. ● M1GM.9 Understanding music in relation to history and culture. ● M1GM.10 Moving, alone and with others, to a varied repertoire of music. 		
<p>Goals/Learning Targets: (I can...):</p> <ul style="list-style-type: none"> ● I can name two things that were invented in America from 1900-1950. ● I can sing and move to a song about when the airplane was invented. 		
<p>Anticipatory Set: (15 minutes)</p> <ul style="list-style-type: none"> ● Explain to students that we are going on a big adventure this unit. We are going to talk about American music this unit. Let’s think about our country.... ● Can you imagine a time when we did not have... iPads? Cell phones? Computers? ● Television? Airplanes? Cars? All of these things had to be invented. ● If we did not have cars or airplanes, how would we get around? ● Well we are going to go back in time a bit –a little more than one hundred years ago. Cars are a new thing and most people don’t have one, and the airplane has just been invented. What an exciting time! Let’s see where we’re going on our trip! Show a Prezi or PowerPoint Presentation to show snap shots of the adventure ahead of us. (Prezi is a free online presentation builder). 		
<p>Procedures: (20 minutes)</p> <ol style="list-style-type: none"> 1. Students will “step into their airplane” as they move to “Up in My Aeroplane,” using any motions they feel are like an airplane. 2. Now challenge students to keep the big beat in some way that reminds them of an airplane. 3. Draw students’ attention to the text of the chorus only. Read the text together. 4. Echo sing/rote teach the chorus until students begin to catch some of the words and tune. 5. Now listen again and have students sing along with the chorus. 6. Once students are familiar with singing the chorus, have them brainstorm ideas for movements to the chorus. Try several out, then guide them to choose as a class/or the teacher decide. 7. Rehearse the chosen movements while singing Chorus. Students will stand still/change to a very small motion and listen to the Verses (these will be solos during the performance). 		

Closure: (5 minutes)

- “Now that we’ve got our airplane and we’re able to go up in the sky to look down on all the landforms and things happening across the country! Next week, we’ll fly over some of America’s most beautiful landforms and see what we can find!”
- Students line up at door, then sing our Goodbye Music Class song.

Required Materials and Equipment:

- “Up in My Aeroplane” – audio recording on Library of Congress National Juke Box, <http://www.loc.gov/jukebox/recordings/detail/id/1696>
- “Up in My Aeroplane” – sheet music printed from libraries.mit.edu/music-files/upinmyaero.pdf

Assessment and Follow-Up:

- Teacher observation of motions for refrain and verses.

Resources Used:

- <http://www.loc.gov/jukebox/recordings/detail/id/1696>
- <http://libraries.mit.edu/music-files/upinmyaero.pdf>

Extensions Beyond Music:

- Technology - have students draw airplanes using computer Tux paint or other drawing software.
- Art - have students create airplane drawings or paintings. Students could choose an era of the airplane’s evolution then compare them.

Lesson Plan 2 - 3 (Two Day Lesson) - America, the Beautiful

<p>Lesson Title: “America, the Beautiful” (2 day lesson)</p>	<p>Unit: American Music 1900-1950</p>	<p>Grade: 1st</p>
<p>Standards:</p> <ul style="list-style-type: none"> • M1GM.6 Listening to, analyzing, and describing music • M1GM.9 Understanding music in relations to history and culture 		
<p>Goals/Learning Targets: (I can...):</p> <ul style="list-style-type: none"> • I can trace the melodic line of a traditional melody. • I can sing put the lyrics of “America, the Beautiful” in correct sequence. 		
<p>Anticipatory Set: (7 minutes)</p> <ul style="list-style-type: none"> • Review: “Up in My Aeroplane” • Teacher will ask the following questions and will discuss student answers. <ul style="list-style-type: none"> ○ Have you ever been on a trip across the country/United States? ○ Where did you? ○ What kinds of things did you see when you were there? ○ What are some landforms we can find on this map of the United States? • Students will volunteer ideas about what they have seen. 		

Procedures: (30-35 minutes for each day)

Day 1

1. After discussing students' experiences, teacher will introduce a song for listening, "America, the Beautiful."
2. Listen to this song and see if you can hear words you know about different landforms. Listen for student responses for what they heard. Write these on the board in a web.
3. Lead students through a picture walk in order to identify various landforms or other familiar words. (When conducting the picture walk, simply turn slowly through the pages and ask students what they see and what they predict might happen in the story. This picture walk will spark interest and provide visual clues for the texts they may encounter).
4. Sing picture book of *America, the Beautiful*.
5. Re-read picture book of *America, the Beautiful*, pausing to discuss pictures and landform vocabulary or phrases.
6. Provide on the board or projector a melodic line of "America, the Beautiful" in B-flat major. Discuss if they see notes going up or down, or staying the same (repeating). After teacher models, have students come up to the board to trace the melodic line with their finger, first without music, then with music. Encourage students to sing along.
7. Have students stand and use their entire bodies, then their hands, then just a finger in the air to "trace" or demonstrate the melodic contour of the melody.

Day 2

8. Re-read the picture book, both reading and singing.
9. Ask for students to identify vocabulary they learned from last lesson.
10. Draw these phrases on cards and label with the word.
 - Spacious skies – large or vast skies
 - Amber – Yellowish-brown color
 - Waves of grain – Grain blowing in the wind
 - Purple mountains majesties – Mountains from a distance can have a purple color to them. Mountains are also very large and a symbol of great strength.
 - Fruited plains – The plains are part of the land that provides us with food.
 - Sea to shining sea – This song is about our entire country, which is very large. In fact, it stretches from the Atlantic Ocean to the Pacific Ocean.
11. Students will hold these up while they sing.
12. Have students echo sing and teach the words for verse one by rote.
13. Once students feel confident with words and are nearly fluent with the text, hand out strips of paper for the lyric-sort. Place students in partners or groups of three to complete the lyric-sort. To do this, students must simply arrange their strips of paper (each containing one line of the lyrics) in the correct order. By doing this, they will sing the song repeatedly, as well as practicing their reading and sequencing skills.

Closure: (5 minutes)

- Review our trip across America, beginning with a plane ride, singing "America the Beautiful."

Required Materials and Equipment:

- Map of United States
- “America, the Beautiful” sound recording from YouTube at <http://www.youtube.com/watch?v=N7Wt4XIXUrc>
- *America, the Beautiful* picture book. By Kathleen Bates; Illustrated by Wendell Minor; Available on Amazon at <http://www.amazon.com/America-Beautiful-Katharine-Bates/dp/0399238859>
- “America, the Beautiful,” sheet music, arranged by Ruth Elaine Schram, available for purchase at Sheet Music Plus: <http://www.sheetmusicplus.com/title/America-the-Beautiful/17983078> or from J.W. Pepper: <http://www.jwpepper.com/3280906.item>
- Written melody of “America the Beautiful,” in B-flat major
- Pictures to accompany vocabulary cards - <http://llerrah.com/america.htm>

Assessment and Follow-Up:

- Did students correctly order their lyric-strips?
- Observe students who are following melodic contour with their bodies and hands.

Resources Used:

- <http://www.youtube.com/watch?v=N7Wt4XIXUrc>
- <http://www.amazon.com/America-Beautiful-Katharine-Bates/dp/0399238859>
- <http://www.sheetmusicplus.com/title/America-the-Beautiful/17983078> or <http://www.jwpepper.com/3280906.item>
- <http://llerrah.com/america.htm>
- Appendix A - Lyric sort for America, the Beautiful
- Appendix B - Landforms Organizer for America, the Beautiful

Extensions Beyond Music:

- Technology - Have students find pictures of the landforms and descriptive vocabulary from *America, the Beautiful*. Have students create a Wordle from the lyrics and share their product with their peer (this will help generate conversation about the text).
- Art - Have students create a collage of each of America, the Beautiful using magazine clippings.
- Add painted text cards for each of the studied vocabulary. (Refer to Day 2, step 10).

Lesson Plan 4 - Ragtime & Scott Joplin

<p>Lesson Title: Ragtime & the King of Ragtime: Scott Joplin</p>	<p>Unit: American Music 1900-1950</p>	<p>Grade: 1st</p>
<p>Standards:</p> <ul style="list-style-type: none"> • M1GM.10 Moving, alone and with others, to a varied repertoire of music. • M1GM.6 Listening to, analyzing, and describing music • M1GM.9 Understanding music in relation to history and culture. 		
<p>Goals/Learning Targets: (I can...):</p> <ul style="list-style-type: none"> • I can keep the steady beat in various ways and perform choreographed and un-choreographed/improvised movements to ragtime music of Scott Joplin (“Maple Leaf Rag”). 		
<p>Anticipatory Set: (7 minutes)</p> <ol style="list-style-type: none"> 1. Teacher will explain we are continuing our adventure across the United States. We are now going to fly to New Orleans for a jazz parade. Let’s hear what happens first! 2. Teacher will play audio recording of Scott Joplin’s Maple Leaf Rag. Teacher will ask various questions about what students heard in the music. <ul style="list-style-type: none"> ○ What instrument did you hear/see? ○ What did the music make you think of? ○ What words would you use to tell about/describe this music? 3. Collect student responses on a white board/chart paper. 		
<p>Procedures: (30 minutes)</p> <ol style="list-style-type: none"> 1. Teacher will introduce Scott Joplin as the composer. 2. Ask students what a composer is. 3. Students will read picture book about Scott Joplin. (<i>Scott Joplin: Black American of Achievement</i> by Katherine Preston) 4. After reading book, teacher ask what students can tell about Ragtime music. 5. After discussing characteristics of ragtime, teacher will then play recording again. Students will be encouraged to keep the steady beat to the music. As music plays, students may raise hands to share their original ideas for keeping music. 6. Once music has stopped, teacher will allow students to explore ways to create their own dance moves that keep the beat. 7. Students (with teachers’ help) will decide on which ideas to use for their choreographed sections. 8. Teacher will leave one section for un-choreographed/improvised movements. 9. Students will practice following teacher (or a class leader) in movements for “Maple Leaf Rag” dance. 10. Students will review “Up in My Aeroplane,” “America, the Beautiful,” and “Maple Leaf Rag.” 		

Closure: (5 minutes)

- Students will review their adventure and teacher from across America. Teacher will tell that we are staying in New Orleans to continue the jazz parade. Students are encouraged to brainstorm what might be happening next week in our “jazz parade.”

Required Materials and Equipment:

- White board/chart paper
- *Scott Joplin: Black Americans of Achievement* by Katherine Preston (story book)
- Audio recording of “Maple Leaf Rag”

Assessment and Follow-Up:

- Teacher will determine students’ ability to keep a steady beat during “Maple Leaf Rag,” both during choreographed and un-choreographed/improvised movements.

Resources Used:

- *Scott Joplin: Black Americans of Achievement* by Katherine Preston (story book)
- Audio recording of “Maple Leaf Rag”

Extensions Beyond Music:

- Art - Have students create portrait drawings/paintings of Scott Joplin. Have students create leaf mosaics or a collage using maple leaves.

Lesson Plan 5 - Jazz Music

Lesson Title: What is Jazz?	Unit: American Music 1900-1950	Grade: 1st
Standards: <ul style="list-style-type: none"> • M1GM.1 Singing alone and with others, a varied repertoire of music • M1GM.6 Listening to, analyzing, and describing music • M1GM.9 Understanding music in relations to history and culture 		
Goals/Learning Targets: (I can...): <ul style="list-style-type: none"> • I can sing scat syllables to a popular American song (“It Don’t Mean a Thing”). (Teacher observation, memory checks on lyrics) 		
Anticipatory Set: (5 minutes) <ul style="list-style-type: none"> • Students will review that they have landed in New Orleans for the jazz parade. Students will review by answering teacher’s questions about Scott Joplin and Ragtime. Teacher will introduce Jazz music as a kind of music that was born in America. 		
Procedures: <ol style="list-style-type: none"> 1. Students keep a steady beat to “It Don’t Mean a Thing.” 2. Teacher will lead students to identify the “blue notes” within the piece and demonstrate a different movement when those are heard. 3. Teacher will read <i>Jazz on a Saturday Night</i> by Leo and Diane Dillon. 4. Upon listening to accompanying CD to book, students will move to the music. 5. Teacher will read/listen to <i>The Flying Jazz Kittens</i> by Sherry Luchette. Follow this web link for more information on teaching scat. http://www.jazzednet.org/k8jazz/?q=node/10 6. Using music for “It Don’t Mean a Thing,” teacher will rote teach the chorus of song (doo wah, doo wah, etc.). As students why these are considered scat syllables. 7. Teacher will present a poster of lyrics to “It Don’t Mean a Thing” and have students choral read them together. (Poster will have quarter rests at appropriate places). 8. Teacher will point out quarter rests and ask students what these mean. 9. Students will demonstrate a snap or pat during rests, while singing text. 10. Teacher will lead students in reviewing all songs from musical performance: “Up in My Aeroplane,” “America the Beautiful,” “Maple Leaf Rag,” and “It Don’t Mean a Thing.” 		
Closure: (5 minutes) <ul style="list-style-type: none"> • Teacher will review the places they have already “traveled” and then will tell students about the adventure next week when they fly to Savannah. In Savannah they are going to meet a very famous song and lyric writer – Johnny Mercer! 		

Required Materials and Equipment:

- *Jazz on a Saturday Night* by Leo and Diane Dillon (children's book and CD).
- Lyric poster of "It Don't Mean a Thing"

Assessment and Follow-Up:

- Students will demonstrate the designated movement upon hearing blue notes in the jazz music.

Resources Used:

- *Jazz on a Saturday Night* by Leo and Diane Dillon (children's book and CD).
- Lyric poster of "It Don't Mean a Thing"

Extensions Beyond Music:

- Art - Have students study artwork from the Jazz era and create their own paintings representing the Jazz era.

Lesson Plan 6 - Scripts, Solos, & Speaking Parts

<p>Lesson Title: Scripts, solos, and speaking parts; Review of songs</p>	<p>Unit: American Music 1900-1950</p>	<p>Grade: 1st</p>
<p>Standards:</p> <ul style="list-style-type: none"> • M1GM.1 Singing alone and with others, a varied repertoire of music • M1GM.9 Understanding music in relations to history and culture 		
<p>Goals/Learning Targets: (I can...):</p> <ul style="list-style-type: none"> • I can read a script with inflection in my voice. • I can sing all of my songs for the musical. 		
<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Teacher will ask question of students to recall the adventure they are going on. <ul style="list-style-type: none"> ○ Where does our musical begin? ○ What is the first thing we are going to do? ○ Where are we going next? Etc. 		
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Tell students that we are going to review characters from the musical adventure now. Tell about each of the different roles, including speaking parts, solos, and small ensemble opportunities. Display these on the board (pictures along with the names would be helpful). 2. Either in or outside of class, teacher will assign speaking parts and solos. Students will receive a paper with their speaking part that they will take home to practice. 3. Teacher will display a script on a projector and all students will follow along. Students who have speaking parts will also practice reading their parts. 4. Once the class has gone through their entire play as a group, allow students to break in to partners to practice their lines for each other. 5. Review all of the songs in order. 6. If time allows, go through the entire musical that has been learned so far, including speaking parts, solos, ensembles, and the whole-group songs. 		
<p>Closure: (5 minutes)</p> <ul style="list-style-type: none"> • Introduce to students that next week we will make our final stop on our adventure in Savannah. There we will meet a very fine musician and learn one of his most famous songs! 		

Required Materials and Equipment:

- Projector with script displayed (overhead, Smart Board, etc.) or script written on board or chart paper. (Appendix D)
- Student speaking parts and solos – printed in large letters on colorful paper. These are sent home with students to be practiced. It is also helpful to email/copy and entire script so that students may know other parts than their own. (Appendix C & D)

Assessment and Follow-Up:

- Teacher will make notes of how students are doing on their speaking parts.
- While reviewing songs, teacher will call upon individuals to fill in missing words or phrases.

Resources Used:

- Appendix C (lyrics)
- Appendix D (script)

Lesson Plan 7 - Intro to Johnny Mercer - Accentuate the Positive

Lesson Title: Introduction to Johnny Mercer; "Accentuate the Positive"	Unit: American Music 1900-1950	Grade: 1st
<p>Standards:</p> <ul style="list-style-type: none"> • M1GM.1 Singing alone and with others, a varied repertoire of music • M1GM.6 Listening to, analyzing, and describing music • M1GM.9 Understanding music in relations to history and culture 		
<p>Goals/Learning Targets: (I can...):</p> <ul style="list-style-type: none"> • I can recognize repeating and contrasting phrases in a song. ("Accentuate the Positive") 		
<p>Anticipatory Set: (5-10 minutes)</p> <ul style="list-style-type: none"> • Today we are going to talk about how songs are made. We know that people write down the different notes for a song, but where do the words come from? • Discuss what lyrics are and how might come up with lyrics. <ul style="list-style-type: none"> ○ Lyrics are like a poem. ○ Ideas for lyrics can come from many different places. Brainstorm these on the board with students. <ul style="list-style-type: none"> ▪ Personal experiences ▪ People or pets we know. ▪ Places we've been or what to go to one day. ▪ Jobs that we want to have one day. ▪ Holidays, birthdays, or special dates. ▪ A poem that is already written (Like when Samuel Ward wrote music to a the poem by Katherine Lee Bates to create "America, the Beautiful") ▪ Special events in our country (Like when the airplane was build and Gus Edwards wrote "Up in My Aeroplane"). 		

Procedures:

1. Teacher: Today we are going to talk about a person from Georgia who wrote lyrics to many songs.
2. Introduce Johnny Mercer to the class and give a few background details. (He was born in Savannah in 1909, wrote lyrics for over 1400 songs, was a singer/performer, wrote music for many of his songs, would collaborate with African American musicians in a time when this was not accepted by many people, etc.)
3. Show students the documentary, *Johnny Mercer: The Dream's On Me*. Show Chapters 1, 3, and 6 of this documentary. Pause at times to discuss and ask questions.
4. After watching these portions from the documentary, ask students to name one thing they learned from the video. Ask them specific questions if they need a prompt.
5. Now we're going to listen to one of Johnny Mercer's most famous songs. Listen and try to identify the different sections in this song. Try to create different motions for the different sections you hear.
6. Students will listen to "Accentuate the Positive," moving in different ways to contrasting sections.
7. Students will volunteer their suggestions for movements and the class will follow. Together, the class will identify two different movements for the two different sections in the song. (A and B).
8. Replay "Accentuate the Positive" and have students follow these two contrasting movements.
9. Play one line at a time from the audio recording and have students repeat back the line they heard.
10. Provide a poster and practice the lyrics using choral reading.

Closure: (2 minutes)

- Now you are familiar with who Johnny Mercer is. Next week we will continue our adventure. We'll be leaving Savannah and heading back home. On our way, we'll learn a song that Johnny Mercer made famous!

Required Materials and Equipment:

- Audio recording of "Accentuate the Positive"
- Poster of lyrics for "Accentuate the Positive"

Assessment and Follow-Up:

- Students will demonstrate repeating and contrasting movements to sections.

Resources Used:

- Recording of “Accentuate the Positive”
- Appendix C - Lyrics

Extensions Beyond Music:

- Technology - Have students create a miniature documentary about Johnny Mercer from what they have learned.
- Art - Have students make a collage of items from Johnny Mercer’s life.

Lesson Plan 8 - Mercer Continued - Heading Home

Lesson Title: Johnny Mercer Continued, Heading Home from our Adventure	Unit: American Music 1900-1950	Grade: 1st
<p>Standards:</p> <ul style="list-style-type: none"> • M1GM.1 Singing alone and with others, a varied repertoire of music • M1GM.8 Understanding relationships between music, the arts, and disciplines outside the arts • M1GM.9 Understanding music in relations to history and culture 		
<p>Goals/Learning Targets: (I can...):</p> <ul style="list-style-type: none"> • I can identify and sing a song in ABA form (“Zip-a-Dee-Doo-Dah”). (Students place shapes/letters/lyrics on board for corresponding sections.) 		
<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Review information from the previous lesson on Johnny Mercer. • Review “Accentuate the Positive” 		
<p>Procedures: (30 minutes)</p> <ol style="list-style-type: none"> 1. We’re going to continue the documentary about Johnny Mercer. The sections we’re watching today will tell you about Johnny’s family, the record company that he started, and where he is buried. 2. Show Chapters 15-19, and 24 from the documentary <i>Johnny Mercer: The Dream’s On Me</i>. 3. Have students recall information that they found most interesting and what they learned from the documentary. 4. Review that Johnny Mercer was most famous for writing lyrics, but he also wrote songs and was a performer. Our final song for the musical was not written by Johnny Mercer. However, he was the person that made this song very famous! Let’s hear it now. 5. Play a recording of “Zip-a-Dee-Doo-Dah” for the class and ask them to listen for different sections. 6. After listening, show students a chart of the lyrics. Ask them to find any parts that are repeated. 7. Guide students to label these using shapes, then letters, until they can identify it as ABA form. 8. Have students choral read the lyrics and then sing along once with the recording. 9. Once students are able tossing most of the words, have them add contrasting voices to the different sections. 10. Have students try to sing the song without using the lyrics. 		

Closure: (10 minutes)

- Review all songs and tell students that we now have been introduced to all of the songs from our musical. Next week we will continue practicing all of the songs to prepare for our performance. Remind students to be practicing their speaking parts using good inflection and clear voices.

Required Materials and Equipment:

- Recording, music, and lyric poster for “Zip-a-Dee-Doo-Dah”
- Documentary *Johnny Mercer: The Dream’s On Me*

Assessment and Follow-Up:

- Students will demonstrate the different sections (ABA) by using shapes, letters, and movements.

Resources Used:

- Recording and music for “Zip-a-Dee-Doo-Dah”
- Appendix C - lyric poster for “Zip-a-Dee-Doo-Dah”
- Documentary *Johnny Mercer: The Dream’s On Me*, available from Georgia State University Library Special Collections

Lesson Plan 9, 10, and 11 - Blocking & Dress Rehearsals

<p>Lesson Title: Blocking & Dress Rehearsals (Review of Songs and Dialogue)</p>	<p>Unit: American Music 1900-1950</p>	<p>Grade: 1st</p>
<p>Standards:</p> <ul style="list-style-type: none"> • M1GM.1 Singing alone and with others, a varied repertoire of music • M1GM.10 Moving, alone and with others, to a varied repertoire of music 		
<p>Goals/Learning Targets: (I can...):</p> <ul style="list-style-type: none"> • I can perform a musical with my class. 		
<p>Anticipatory Set:</p> <ul style="list-style-type: none"> • Students will recall the music they have been learning, as well as review where their own speaking parts and solos occur. 		
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Students will “walk-through” the musical in order to learn where and when to move different places on the stages. 2. If needed divide students into small groups or partners and allow them time to practice their parts. Teacher will work with solo or small ensemble groups. 3. Practice different scenes from the musical individually, then rehearse putting them together. Make sure students know when they are supposed to move to different places and when they are supposed to come to the microphone from the chorus. <p>Notes– As the performance nears, practicing in the actual performing space is ideal. Students should have any costuming completed and should be practicing with this. A microphone is also necessary for students to practice with. Repeat this less as often as necessary and time allows.</p>		
<p>Closure: (5 minutes)</p> <ul style="list-style-type: none"> • Give students specific notes about what to work. Next week there will be less time for individual work. 		
<p>Required Materials and Equipment:</p> <ul style="list-style-type: none"> • All songs (either accompanied on piano or recordings) • Any costumes or costume pieces • Microphone • Props (small cardboard cut-out airplane; large TV cardboard cut-out that two students stand or sit behind) 		

Assessment and Follow-Up:

- Teacher observation of students based on the following: remembering speaking parts and solos, knowing where and when to move on stage, singing and blending in the whole-group songs, and performance behavior).

Resources Used:

- Appendix C - lyrics
- Appendix D - script
- Sound recordings

Extensions Beyond Music:

- Each of the technology and art projects created during this unit can be used to help create the background for the performance.

Appendix A

“America, the Beautiful”

LYRIC SORT

Cut out the following lines. Students will then sort them in correct order.

Oh beautiful, for spacious skies,

For amber waves of grain.

For purple mountains majesties,

Above the fruited plains,

America, America,

God shed his grace on thee.


And crown thy good with brotherhood,

From sea to shining sea.

Appendix B

“America, the Beautiful” Landforms Organizer

Landform Vocabulary Words & Phrases	Description	Picture
Spacious skies	large or vast skies	
Amber	Yellowish-brown color	
Waves of grain	Grain blowing in the wind	
Purple mountains majesties	Mountains from a distance can have a purple color to them. Mountains are also very large and a symbol of great strength	
Fruited plains	The plains are part of the land that provide us with food.	

Landform Vocabulary Words & Phrases	Description	Picture
Sea to shining sea	Our country is very large. It stretches from the Atlantic Ocean to the Pacific Ocean.	 The 'Picture' column contains two photographs. The top photograph shows a scenic view of a bay with clear blue water, a white sandy beach, and reddish-brown hills in the background under a blue sky with light clouds. The bottom photograph shows a sunset over the ocean, with the sun low on the horizon, creating a bright reflection on the water and casting a warm glow over the scene.

All Pictures from <http://lerrah.com/america.htm>

Appendix C

LYRICS

A Musical Trip Across America!

(solo suggestions are highlighted in different colors)

“Up in My Aeroplane”

By Gus Edwards

You’ve taken a spin in my auto, You’ve sailed in my big steam yacht,
You’ve oft been a float in my motor boat, And still do you love me not?
If you envy the flight of the seagull, A far better bird I will find.
It’s one of those things that can fly without wings, For it carries two motors behind.

So, come, up, up, up, up, up in my aeroplane,
To win you I’ll try up in the sky.
But if I plead in vain we shall keep going
Up, up, up, up, up into Mooney town,
But if you say “Yes” ‘Twill be time then I guess to come down, down down. (repeat)

I’ve taken you under the Hudson, describing the scenes we passed,
But the river above seemed to cool you love, As upward your eyes you cast.
When we rattles along in the subway, I whispered my tenderest vow.
But your thoughts, lady fair, were way up in the air, and that’s why I’m asking you now.

To come... (Refrain)

“America, the Beautiful”

Words by Katharine Lee Bates

Melody by Samuel Ward

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea!

“Maple Leaf Rag”

(Dance)

“It Don’t Mean a Thing”

Music by Duke Ellington

Words by Iving Berlin

(once the music comes...)

It don't mean a thing, if you can't swing
Dooa doa doa – doa doa doaa
Well, it don't mean a thing, all you gotta do is sing
Dooa doa doa – doa doa doaa

Makes no diff'rence if it's sweet or hot
Give that rhythm ev'rything you've got

It don't mean a thing, all you gotta do is swing
Dooa doa doa doaa
It don't mean a thing, if you ain't got that swing
It don't mean a thing, all you gotta do is sing
Makes no diff'rence if it's sweet or hot
It don't mean a thing, no, it don't mean a thing

“Accentuate the Positive”

Music by Harold Arlen

Words by Johnny Mercer

Gather round me, everybody,
Gather round me while I preach some,
Feel a sermon comin' on me.
This topic will be sin and that's what I'm “again”.

If you wanna hear my story, then settle back and just sit tight.
While I start reviewin' the attitude of doin' right.

You got to accentuate the positive, Eliminate the negative
Latch on to the affirmative, Don't mess with Mr. Inbetween.
You've got to spread joy up to the maximum, Bring gloom down to a minimum,
Have faith, or pandemonium, liable to walk upon the scene.

To illustrate my last remark Jonah in the whale, Noah in the Ark.
What did they do Just when everything looked so dark?
“Man” they said, “We better....

You got to accentuate the positive, Eliminate the negative
Latch on to the affirmative, Don't mess with Mr. In-between.
No! Don't mess with Mr. In-Between. (repeat from first Chorus)

"Zip-a-dee-doo-dah"

Music by Allie Wrubel

Words by Ray Gilbert

Zip-a-dee-doo-dah, zip-a-dee-ay
My, oh my what a wonderful day!
Plenty of sunshine heading my way
Zip-a-dee-doo-dah, zip-a-dee-ay

Mister Bluebird on my shoulder
It's the truth, it's actual
Everything is satisfactual.
Zip-a-dee-doo-dah, zip-a-dee-ay
Wonderful feeling, wonderful day!

(Repeat Chorus)

*Use solos/small ensembles to sing verses as needed. This will minimize the amount of text that all students need to learn.

Appendix D

SCRIPT

A Musical Trip Across America!

(Two students are sitting/standing behind a large cut-out TV as though they are newscasters, All other students are in place and ready as soon as newscasters turn attention towards the “travelers”).

SCENE 1

TV Host 1: Good Evening, America. I’m Will Rogers reporting here from Atlanta, Georgia. We are joined by a lively group of American inventors, composers, and singers, who will be taking us on a musical adventure this evening. Now to Clara for more about this evenings’ presentation.

TV Host 2: Thanks, Will. We will be joining these talented musicians on a trip around the country in a wonderful new flying machine! Fasten your safety belts, because we’re about to step back in time - about 100 years ago – a time when things in America were very different. We’ll start at the turn of the century, with an invention that changed the world. Sit back and enjoy the ride!

(enter Wright Brothers) December 17, 1903

Wilbur: We’ve done it, Orville!! We’ve finally built an airplane that will fly!!

Orville: Amazing, isn’t!!? And after only 5 years!

Wilbur: Now we just need to find a way to make it fly farther. Good thing we can always keep improving our inventions.

Orville: You’re right, Wilbur. For now, I think we should celebrate with a flight in our new invention.

Wilbur: Great idea, Orville. Hop in, everyone, for a ride up in my airplane!

(Wilbur and Orville climb “inside” the plane as song begins).

*****UP IN MY AEROPLANE*****

SCENE 2

Katherine Lee Bates: Can you believe that amazing view? I'm Katherine Lee Bates, I once took a train ride across the country and was amazed by sights I saw. So I wrote a poem about them and called it America.

Samuel Ward: Hi, I'm Samuel Ward. I have an idea! Let's put my song and your poem together and call it America, the Beautiful!

All: Sounds like fun! Let's sing it!

*****AMERICA, THE BEAUTIFUL*****

SCENE 3

Student 1: Extra, Extra! Read all about it! There's a Jazz Parade in New Orleans!

Student 2: Wow! We've landed in New Orleans?? Isn't this where Jazz music began?!

Scott Joplin: Hold on, wait just a minute. What about ragtime music? Don't you know that rag music came first?

All: Who are you???

Scott Joplin: Scott Joplin's the name. I like to play exciting, new music on the piano. They call me the "King of Ragtime."

Student 3: Ragtime?? What is that??

Student 4: Ragtime is a kind of music that was born in America. It uses lots of syncopated rhythms. They used to call it rag-ged time music. Get it? Rag-ged time. Now we just call it... ragtime.

Student 5: Ragtime was made famous by Scott Joplin himself! Let's hear his Maple Leaf Rag!

*****MAPLE LEAF RAG*****

SCENE 4

Student 6: That was fun, but I heard there was also a famous American singer in the Jazz Parade!

Student 7: Oh look! There's Ella Fitzgerald! I heard she won 13 Grammy Awards for the songs she sang! People call her "Lady Ella" and the "Queen of Jazz".

Ella Fitzgerald: That's right, Ladies and Gentlemen. I just love singing those swinging and blue notes of jazz music. You're just in time for one of the greatest swing pieces of all time. As Duke Ellington says, "It don't mean a thing..."

All: "if it ain't got that swing!"

*****IT DON'T MEAN A THING*****

SCENE 5

Student 8: Oh my, that parade was so much fun. But I'm getting tired and I'm starting to get a little homesick.

Student 9: It's alright. We'll be heading home soon. Hey, I know a song for you. Johnny Mercer wrote a song called "Accentuate the Positive!"

Student 8: What does that mean? And who is Johnny Mercer??

Student 9: "Accentuate the Positive!" You know, look on the bright side. Think about the positive things, and the not so good things will just seem smaller.

Student 10: That was Johnny Mercer for you- working hard and always doing great things. He would make music with people that were different from him, even when other people said that wasn't okay.

Students 11: Standing up for people and doing the right thing. That can be hard to do sometimes!

*****ACCENTUATE THE POSITIVE*****

SCENE 6

Student 12: Well, I think we've had quite an adventure today. It's getting dark, so I think we should be heading home.

Student 13: Alright, everyone. All aboard for one last ride in the Wright Brothers' flying machine! We'll zip right back home and be there in no time.

*****ZIP-A-DEE-DOO-DAH*****

TV Host 1: Well ladies and gentlemen, we hope you've enjoyed our special show this evening.

TV Host 2: Thanks, Will. Be sure to tune in next week for another special broadcast. Thanks for watching, and have a good night!

**For more information on
Johnny Mercer, Lesson Plans, and Activity Guides:**
www.johnnymercerfoundation.org

For additional resources on Johnny Mercer and Popular Music:
Special Collections & Archives
Georgia State University Library
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