

## **Fifth Grade – Linda Wittig as of 7-9-2015**

### **Standards**

#### **Reading Standards for Informational Text**

*Key Ideas and Details* RI.5.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

*Integration of Knowledge and Ideas* RI.5.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### **Writing Standards (W)**

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section.

#### **Speaking and Listening Standards (SL)**

##### *Comprehension and Collaboration*

SL.5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### **Math Fraction Standards Grade 5 Number & Operations**

Math 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

#### **Music Standards 25.A.2c**

Music Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles.

Pre-assessment on lined paper (2 minutes) list questions on SMART Board (SB)

Where in the world is Camp Grant?

What historical significance is there to Camp Grant?

What war songs do you know?

Geography – SMART Board (SB)

Students marks on map of US, map of Illinois, map of Rockford, map of airport

Students decide how to get to Camp Grant from school, what roads & why

Laminated Rockford Maps (at least 6)

Size of Camp Grant by number of people compared to students at school as ratio, percent, decimal

Camp Grant March – SMART Board (SB)

<http://www.loc.gov/item/2007499480/>

*LOC Lyrical Legacy – Thinking about Songs as Historical Artifacts*

*LOC Teacher's Guide Analyzing Sheet Music*

*Who is "Bill" Kaiser in the Camp Grant March? (Wilhelm II Kaiser) – show photographs*

[https://en.wikipedia.org/wiki/Wilhelm\\_II,\\_German\\_Emperor#/media/File:Wilhelm\\_II,\\_1905.jpeg](https://en.wikipedia.org/wiki/Wilhelm_II,_German_Emperor#/media/File:Wilhelm_II,_1905.jpeg)

[https://en.wikipedia.org/wiki/Wilhelm\\_II,\\_German\\_Emperor#/media/File:Churchillkaiser0001.jpg](https://en.wikipedia.org/wiki/Wilhelm_II,_German_Emperor#/media/File:Churchillkaiser0001.jpg)

*LOC Teacher's Guide Analyzing Photographs and Prints*

*"When was WWI or the Great War? (July 28, 1914 to November 11, 1918)*

## Text-Dependant Questions

Who is Uncle Sam?

Who are the boys of Uncle Sam?

Who are the clique and clan of the Kaiser?

*clique* - a small group of people, with shared interests or other features in common, who spend time together and do not readily allow others to join them

*clan* - a group of close-knit and interrelated families

Where is Berlin? (use Atlas)

What could your days are numbered mean?

What do the following music symbols mean? “**ff**” “**p**” “**pp**” “<”

What music words or concepts do you see? (Treble, base clef, 1/8 notes, D.S. al Fine, repeat sign)

What does MCMXVIII represent (found at the bottom of the page after the word Copyright)?

## Uncle Sam document

<http://www.loc.gov/pictures/resource/cph.3g08135/>

Navy

<http://www.loc.gov/pictures/item/96507165/>

Army

LOC Teacher's Guide Analyzing Photographs and Prints

Artist: James Montgomery Flagg <http://www.loc.gov/exhibits/treasures/trm015.html>

## Math Integration - Fractions – Phil Tulga

<http://www.philtulga.com/fractionbars.html>

click on “songs” - Yankee Doodle Dandy

<http://www.philtulga.com/pie.html> click one of the *Revolutionary War* or *Civil War* click on “taiko” or “snare” and then click the “play” arrow

This website helps student **visualize** and **hear** fractions. It relates to

*5<sup>th</sup> Grade Investigations: What's That Portion? Fractions and Percents Unit 4*

## Math Integration (Fractions and Music Notes with Carol DeFreese Fraction Flippers)

## Arts Integration (Ask music teacher about war/patriotic/propaganda songs, music symbols)

## Physical Education Integration (Help students to march in rows to rhythm)

## Camp Grant Information – SMART Board (SB)

Look at photographs from [http://www.rockfordreminisce.com/Camp\\_Grant\\_1.html](http://www.rockfordreminisce.com/Camp_Grant_1.html)

(Under heading “Gallery 4” go to “Camp Grant” and there are 9 galleries)

LOC Teacher's Guide Analyzing Photographs and Prints

## Poetry

Using *NGSS Cross-Cutting Concepts* “What **patterns** do you see in poetry or songs?”

Look at poetry devices – alliteration, hyperbole, metaphor, onomatopoeia, simile, & symbolism

Look at stanzas & compare to paragraphs (couplets, triplets, etc)

Look at sound patterns of rhyme (abab, ababcc, etc)

Look at rhythm patterns and stress.

Where to find rhyming words? ([www.rhymezone.com](http://www.rhymezone.com))

“I like rhyme zone because it gives rhyming words by syllables. One can also find synonyms, definitions, homophones, the word used in context of poetry verse and even Shakespeare works.”

Post Assessment

**Write** about Camp Grant using *Lucy Calkins Units of Study: Lucy Calkins Writing* (include geography, math – fractions, music, etc.)

**Create** a “Camp Grant” song using WW1 facts, rhyme and rhythm

(Webb’s Depth of Knowledge) [http://www.aps.edu/re/documents/resources/Webbs\\_DOK\\_Guide.pdf](http://www.aps.edu/re/documents/resources/Webbs_DOK_Guide.pdf)

Other Thoughts and Ideas:

Recommended Reading – *Examining the Evidence: Seven Strategies for Teaching with Primary Sources* by Hilary Mac Austin and Kathleen Thompson

“**Songs and Poems the Multimedia Way**” Using photographs, maps and other primary sources from the American Memory collections, have students prepare a multimedia presentation about a song or poem and the historical topic or event it depicts.”

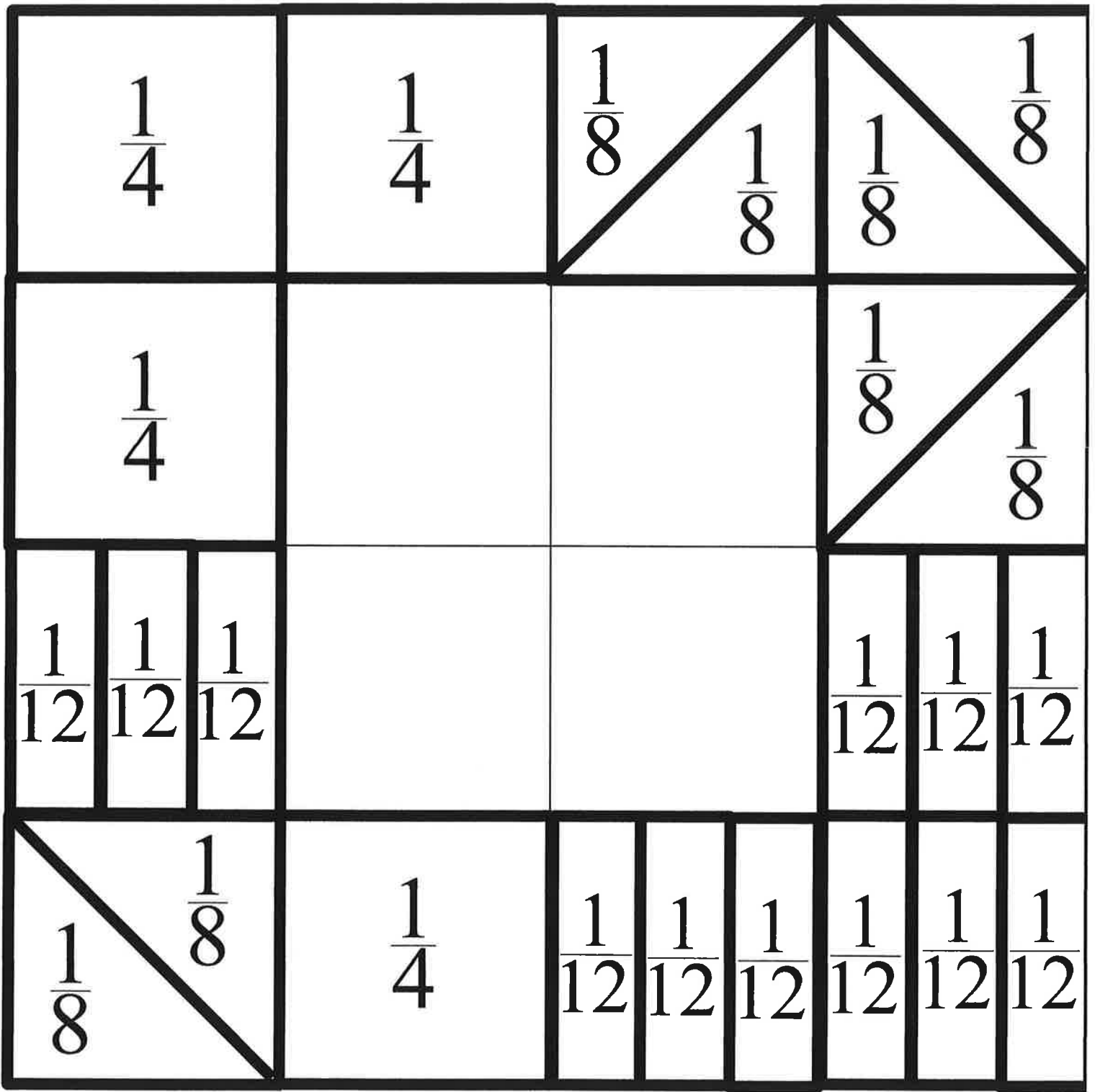
<http://www.loc.gov/teachers/lyrical/ideas/>

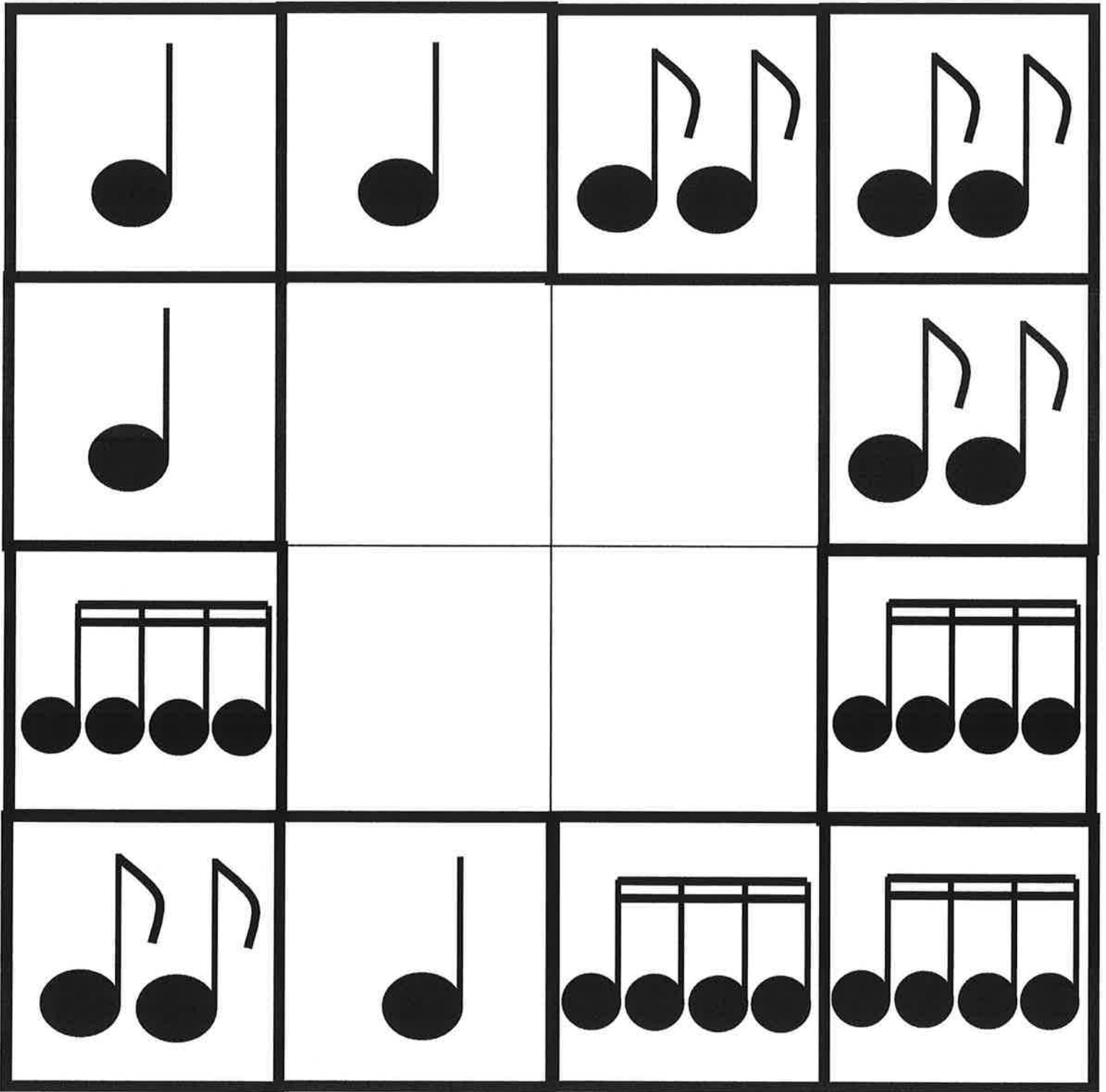
Music: “**Over There**” - song

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/songs/song2.php>

Art: Draw Uncle Sam using Japanese manga style

Art: Draw/paint color cover for the music







# Thinking About Songs AS HISTORICAL ARTIFACTS

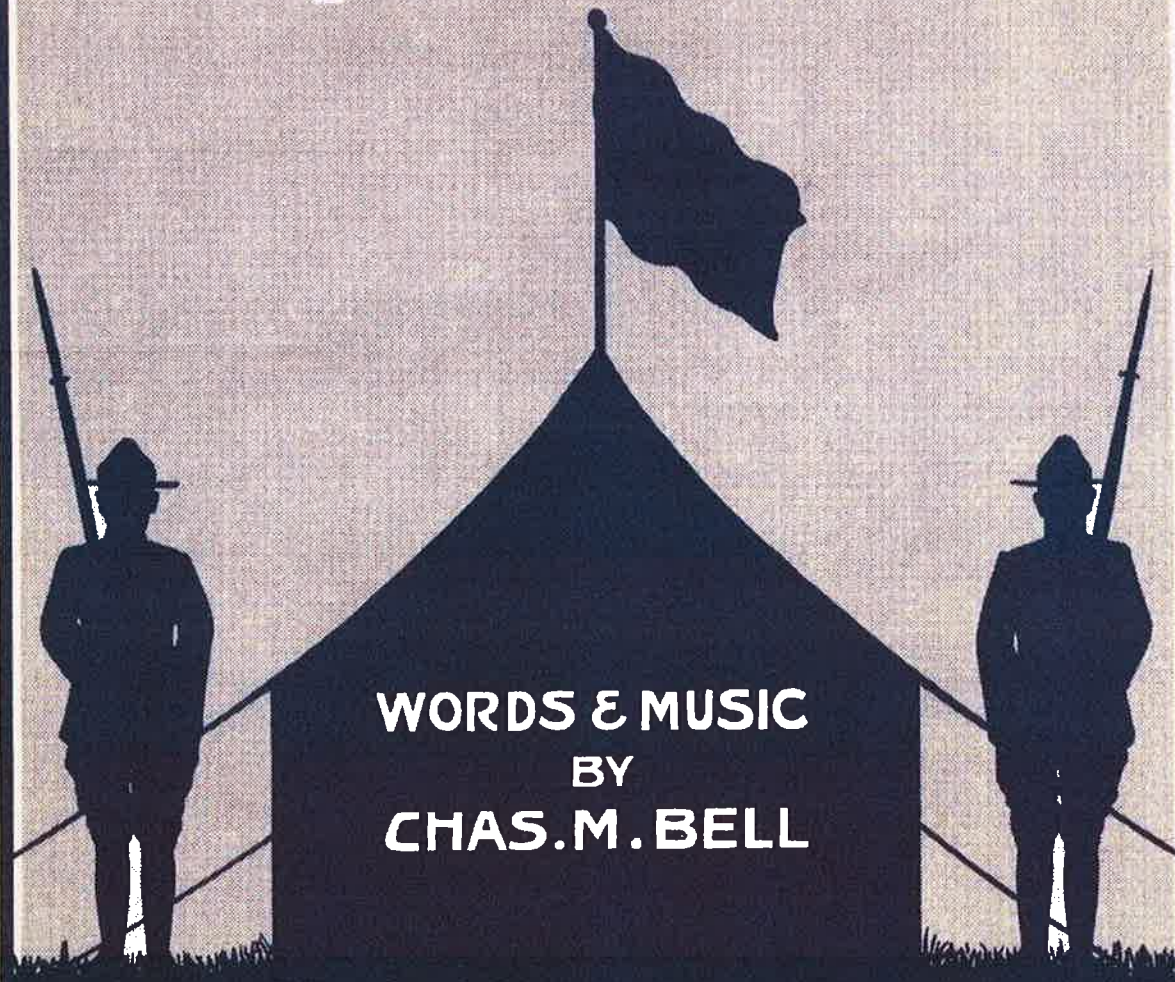
	ILLUSTRATION	LYRICS	MUSIC
<i>Looking at THE SONG</i>	<p><i>Look at the physical format and graphical elements.</i></p> <p><i>What do you see?</i></p>	<p><i>What people, places, and events are mentioned?</i></p>	<p><i>What do you notice about the music (fast, slow, catchy, dull)?</i></p>
<i>Responding to THE SONG</i>	<p><i>What are your personal reactions to the images?</i></p>	<p><i>What are your personal reactions to the lyrics?</i></p>	<p><i>What emotions might this song produce when sung or played?</i></p>
<i>Thinking about HISTORY</i>	<p><i>Why do you think the artist(s) wrote this song? What clues do you find to suggest this?</i></p> <p><i>For what audience was the song written?</i></p> <p><i>Why is the music important to this song?</i></p> <p><i>What does the song tell you about what life was like during this period in history?</i></p>		

WHAT MORE DO YOU WANT TO KNOW, AND HOW CAN YOU FIND OUT?

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MAR -8 1918

# Camp Grant March



WORDS & MUSIC  
BY  
CHAS. M. BELL

PUBLISHED BY  
CHAS. M. BELL  
ROCKFORD ILL.

M1646  
.B

6

Dedicated to the Rockford Cantonment.

# CAMP GRANT MARCH

CHAS. M. BELL

The musical score consists of six systems of piano accompaniment. Each system contains a treble clef staff and a bass clef staff. The music is written in 2/4 time and features a variety of rhythmic patterns, including eighth and sixteenth notes, and rests. Dynamic markings such as *ff* (fortissimo), *mf* (mezzo-forte), and *ff* (fortissimo) are used throughout. The score includes various musical notations such as slurs, accents, and repeat signs. The key signature is one flat (B-flat major or D minor).



TRIO

*ff*

*2<sup>d</sup> and 3<sup>d</sup> time R. H. 8<sup>va</sup>*

Here's to *pp-ff-ff* Camp Grant, boys of Un-cle Sam, Going to fight the Kai-ser and put down his clique and clan;

On to Ber - lin for in-ter-na-tional law, Bill your days are numbered now, Hurrah! Hurrah! Hurrah! *rahl*

1-2 *Fine*

*ff*

*p*

*D. S. al Fine  
After Repeat*

# TEACHER'S GUIDE ANALYZING SHEET MUSIC & SONG SHEETS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

## OBSERVE

**Have students identify and note details.**

Sample Questions:

Describe what you see on the cover. · What kind of design or image is printed on the document? · Does anything on the page look strange or unfamiliar? · What names or places appear in the lyrics? · Do you see anything on the page besides writing? · What other details do you notice? · If you know the melody, sing or hum it. What do you notice about how it sounds?

## REFLECT

**Encourage students to generate and test hypotheses about the source.**

What was the purpose of this piece of music? · Who do you think composed it? · Who do you think was intended to sing or play it? · What does the cover tell you about the music? · If it doesn't have lyrics, what instruments were intended to play it? · If you know the melody, how does it add to your understanding? · If someone created this today, what would be different?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

### A few follow-up activity ideas:

#### *Beginning*

*Have students write a brief description of the song or piece of sheet music in their own words.*

#### *Intermediate*

*Select a song sheet or piece of sheet music. Speculate about the composer's purpose in creating it, and what he or she expected it to accomplish. Do you think it achieved its writer's goals? Explain why you think so.*

#### *Advanced*

*Think about what you already know about this period in history. How do the lyrics support or contradict your current understanding of this period? How does the song highlight the values or opinions held during this period? How do you think the public reacted to this song?*

*For more tips on using primary sources, go to*

**<http://www.loc.gov/teachers>**