

## TEACHING AMERICAN HISTORY PROJECT

### *Lesson Title –Teaching History through Historic Song/Poems*

**Grade** – high school 9-12

**Length of class period** –46

#### **Inquiry**

-What conclusions can the students draw regarding the content of the poem/song, the point of view of the author, and/or the message of the author?

#### **Objectives**

- Students are expected to infer intended meanings of the historic poem/song.
- Students are expected to synthesize factual information given in the poem/song with their prior knowledge of the time period from which it originated.

**Materials** I have attached a list of 6 poems/songs between American Revolution and Civil War (Yankee Doodle, Shot Heard Round the World, Star Spangled Banner, War in Disguise (British poem from War of 1812), Battle Hymn of the Republic, and John Brown’s Body Lies A-Mouldering in His Grave). Any poems/song can be used that relates to the subject matter that is being discussed in any curriculum

#### **Activities**

(I will discuss the activity using “Yankee Doodle”)

- Initiate the lesson with a discussion about the Continental Army during the Revolutionary War. The discussion may consist of mentioning Washington being named Commander-in-Chief of Continental Army, the poor condition the soldiers experienced during the war, the lack of military training the American army had, etc.
- Hand out “Yankee Doodle”.
- Have the song read/sang aloud in class. (Play a rendition of song if available.)
- Next, have students answer the following questions individually or small groups:
  1. What is the subject of the song?
  2. What is the point of view of the song’s creator?
  3. How can you describe the mood the song’s creator is trying to establish?
  4. What is the message/meaning of the song?
  5. What do you know about this time period that related to the song?
- Have a whole class discussion about the answers students came up with for the above questions.

#### **How will you assess what student learned during this lesson?**

- Students could be assessed based the answers to the above questions

**-Optional Enrichment**→Have students write their own song about the Continental Army during the Revolutionary War using the tune to which Yankee Doodle is song.

**Connecticut Framework Performance Standards** –

-2.3—Create various forms of written work to demonstrate an understanding of history and social studies issues

-2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.