

Carolina Composers
Grade 8 (adaptable)
Eastern North Carolina Digital Library

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Grade Level: 8 (adaptable)

Main Content Area: Music

Type of Activity: Research leading to original student composition/performance

Instructional Goal: Using primary sources from the Eastern NC Digital Library, the students will be able to do the following: research 19th century NC composers, write a paper summarizing required information about the composer, and create a rap to utilizing the information learned on the composer.

Alignment to the North Standard Course of Study

Grade 8 Music

Competency Goal 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

Competency Goal 9: The learner will understand music in relation to history and culture.

Grade 8 Social Studies

Competency Goal 3: The learner will identify key events and evaluate the impact of reform and expansion in North Carolina during the first half of the 19th century.

3.03 Identify and evaluate the impact of individual reformers and groups and assess the effectiveness of their progress.

Grade 8 Computer/Technology Skills

Competency Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

1.07 Use knowledge of database terms/concepts, functions, and operations to explain strategies used to organize, analyze and report information in content area assignments.

1.08 Cite sources of information used in content area databases.

Competency Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

3.01 Select and use a variety of technology tools to collect, analyze, and present information.

3.02 Select and use appropriate database features and functions to collect and organize information to solve problems in content areas and explain strategies used.

3.09 Plan, select, evaluate, interpret and use a variety of digital resources to develop assignments/projects about North Carolina History.

Grade 8 Language Arts

Competency Goal 1: The learner will use language to express individual perspective through analysis of personal, social, cultural, and historical issues.

1.02 Analyze expressive materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard, and/or viewed
- drawing inferences

Competency Goal 2: The learner will use and evaluate information from a variety of resources.

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard, and/or viewed
- summarizing information
- determining the importance and accuracy of information
- making connections to related topics/information
- drawing inferences/conclusions
- generating questions

2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:

- determining purpose, audience, context
- understanding the focus
- evaluating information for extraneous detail, inconsistencies, relevant facts, and organization
- researching and organizing information to achieve purpose
- using notes and/or memory aids to structure information
- noting and/or citing sources used

Competency Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- using effective reading strategies to match type of text.
- extending understanding by creating products for different purposes, different audiences, and within various contexts.

Competency Goal 6: The learner will apply conventions of grammar and language usage.

6.01 Model an understanding of conventional written and spoken language by:

- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- evaluating the use and power of dialects in standard/nonstandard English.

Resources Needed:

Computer with internet access

<http://digital.lib.ecu.edu/historyfiction/search/>

When searching for 'composer', there should be approximately 14 hits.

Worksheet containing research items/pencil

Handout of the required items needed for research (see assessment)

Tape/CD of percussion based rap music (OPTIONAL)

Activity Sequence

Class period 1: 1. Discuss roles of composers; purpose, how they obtain ideas and themes for music, influences, time periods, etc.

ASK: 1. What is a composer?

2. What do they do or accomplish?

3. How do they obtain ideas?

4. How do they choose which instruments to utilize, or how do they choose text for songs?

5. What makes the music of different time periods 'sound' different?

6. What current world or local events may shape the composition?

7. What types of music would expect during times of war? Why?

8. What types of instruments were used during the Renaissance Period? Why?

9. What does this tell you about how time periods and events influence composers?

10. Who else may be influenced by surrounding events?

2. Introduce research project, hand out summary information and worksheets. Explain all items, detailing how students are to complete the worksheet.

Class period 2: Students use the NC digital library to research NC composers from 19th century.

1. All students should have access to their own computer.
2. All students will type in the address for the NC Digital Library.

<http://digital.lib.ecu.edu/historyfiction/search/>

3. Students should type 'composer' in the search box and click 'search'.
4. There should be about 14 items containing the word 'composer'. Students will choose which historical link to view and click on it.
5. Students will read the surrounding text for the required information and complete the worksheet.

Class period 3: Students have the option of creating one of the following that includes all of the required composer information:

- write or type a 1-2 page paper.
- create a poster
- design a brochure
- generate a PowerPoint slide show with a minimum of 4 slides

Class period 4: Students create and write down a rap using the composer name and dates, title of one composition, and 3 other facts from their life.

Class Period 5: Students perform raps for the class with the tape accompaniment.

Class Period 6: See reflection/closure

Reflection:

After all students have performed a rap on their selected composer, students will write a reflection on what they have learned during the research process, which composers/presentations made an impression and why. This can be adapted to meet individual teacher/class needs.

Questions to consider:

What did you learn from your research?

Did you find out any other interesting things about the time period?

What was it?

Would you like to go back to the NC Digital Library site? Why?

What would you look for?

If you could change something about the project, what would it be? Why?

Did you enjoy the project? Why or why not?

What the best/worst part? Why?

Which of the composers presented made an impression? Why?

Assessment:

[See attached](#)

Additional comments from the author:

Be sure students know they should only use historical text for research.
Avoid the fiction books.

The text *Washington and the Pamlico* includes several detailed biographies.

Search for 'composer' and view only results that are historical (no fiction!). When students view their list of hits, they should click the links, and read the sections of text surrounding the word composer. They may have to read prior or subsequent pages to obtain all required information.

Time needed for the research and creation of presentation materials is based on technology skills of your students.

NAME: _____

Composer Research Worksheet

As you read through the NC digital library site, please find and fill in the following information,

Full Name of Composer:

Date of Birth (month, day, year):

Place of Birth (city, state):

Instrument(s) played:

Two facts about education (where did they go to school? How did they learn music?):

1.

2.

Five other fact about life (Child and adult. Siblings? Married? Kids? Where did they work? Include interesting facts.):

1.

2.

3.

4.

5.

Titles of at least 2 compositions:

1.

2.

Primary Residence (where did they live most of their life? City, state):

Date of death (month, day,year):

Place of death (city, state):

Cause of death:

Which book(s) did you use from the site to get the information?