

John, Paul, George & Ben, by Lane Smith

Grade 5

Original lesson by Carla Haynes APS Elementary Music Teacher

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APS Elementary Music Standards Addressed:

Standard 1: Singing/Speaking alone and with others, a varied repertoire of music.

C. Sing/Speak songs on pitch, including rounds, ostinatos, call and response and partner songs

Standard 3: Creating melodies, movement variations, and accompaniments.

A. Create patterns of movement within a specific framework

E. Create music to accompany larger songs, readings, and dramatizations.

Social Studies Standards (5-8) Addressed:

Strand: History. Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

Benchmark I-B—United States: Understand connections among historical events, people, and symbols significant to United States history and cultures.

5th grade Performance Standard: 3. Explain the significance of major historical documents (Declaration of Independence, etc)

Core Curriculum Standards for English Language Arts (K-5) Addressed:

Reading: Foundational Skills, Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words (syllabification).

Language, *Vocabulary Acquisition and Use*

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson Objectives:

Music: Create a musical form using singing & speech & percussion.

Social Studies: Demonstrate an understanding of the roles of John Hancock, Paul Revere, George Washington, Benjamin Franklin, and Thomas Jefferson in the American Revolution.

Language Arts: Recognize metaphors and figurative speech. Use word syllables in creating rhythmic speech pieces.

Materials:

- John, Paul, George & Ben by Lane Smith
- Costumes: 2 tri-corner hats, white wig, feather pen, bald-headed wig, kite (see "Props," at end of lesson)
- (optional) Fife & Drum music, such as in "American Revolution, the Birth of Liberty"
- Assorted Non-pitched percussion (available for check-out at ARTS Center)

Lesson Teaching Process:

Book--

- Read John, Paul, George, and Ben to students
- Identify each character, talk about their characteristics and make lists of the resulting descriptive words
- Choose 5 students to be the characters – they may dress up using props
- (optional) Characters march to front of room to Fife and Drum music
- Characters step forward one at a time. Class identifies each character using descriptive words

Music--

- Sing song (tune is similar to "Goodnight Ladies"--refer to video)

John, Paul, George & Ben led our Liberation,

John, Paul, George & Ben, in America's Revolution.

- All students learn the following speech *ostinati* (a repeating rhythmic pattern).
- Each cell is one beat, * is a beat of silence. Say each row in rhythm, repeat 4 times.

1	2	3	4
John	was	bold	*
*	*	Independent	Tom
Loud!	*	*	Paul was
George	was an	honest	lad
*	*	* Clever	Ben

- Divide class into 5 groups, assign one speech ostinato to each group
- Each group prepares their speech ostinato, and performs it for the class. *This is an important step to see if each group can hold their own before combining with other groups.*
- Perform all together by layering in. Group 1 starts and keeps going as 2 adds in, then 3, and so on. Drop out one at a time to end it.
- Each group creates body percussion (snapping, clapping, patting, and stomping) to go with speech. Body percussion rhythm should match the rhythm of speech.
- Each group performs their speech & body percussion ostinati for the class.
- Perform all together by layering in ostinati. Optional: mix up the order of groups.
- One person from each group chooses a non-pitched percussion instrument and performs it in time with their group's body percussion
- Perform by layering in. Optional: just think the words, so only the body percussion is heard.
- As a class, create a form for a performance.
- The example in the video is A-B-A-C-A:
 - A: All sing song
 - B: Layer in speech ostinati, then drop out one group at a time
 - A: All sing song again
 - C: Layer in ostinati with only body percussion, again dropping out
 - A: End with all undo layering singing song
- Another example could be A-B1-B2-B3-B4-B5-A-C-A:
 - A is the song, C is the ostinati layering
 - B is each character group performing by themselves (B1, B2, B3, B4, B5)

Assessment:

- Social Studies: Can students identify each of the 5 characters with descriptive words?
- Music: Can students stay with the beat in performing their own speech ostinati along with others?
- Music: Can students create body percussion that matches their speech ostinati?
- Music: Can students (entire class) create a form and satisfactorily perform their songs & speech ostinati?

Additional resources:

<http://www.hyperionbooksforchildren.com/board/displayBook.asp?id=1598>

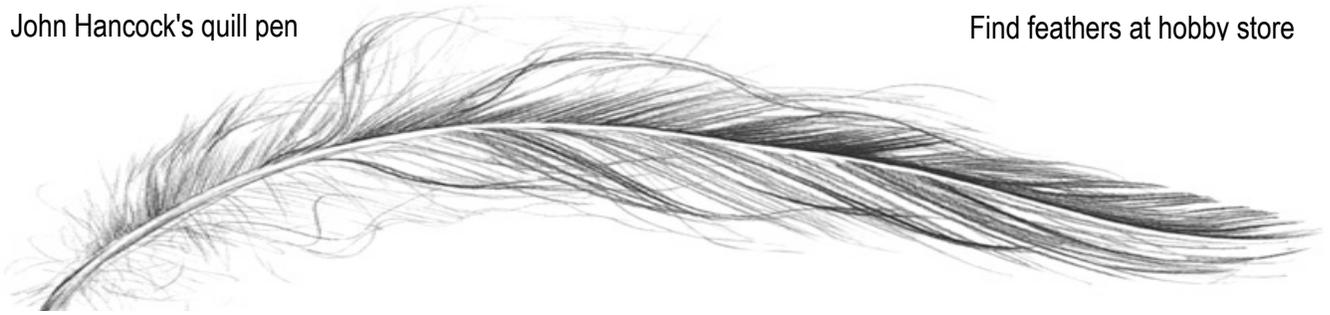
Teacher's guide, reader's theater script, information on author Lane Smith

www.lanesmithbooks.co

Online games

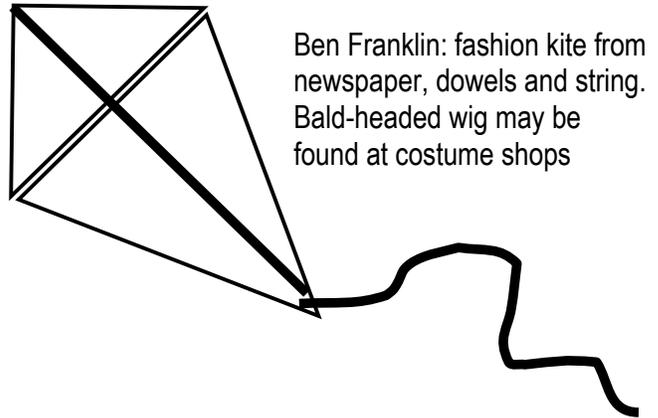
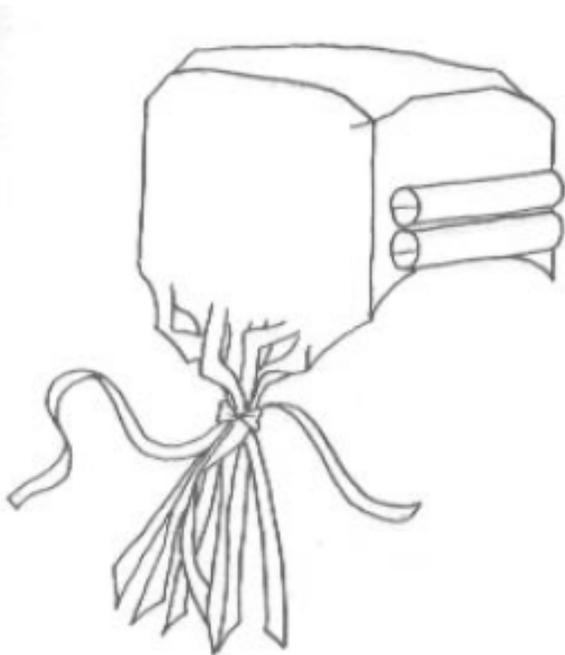
Props

John Hancock's quill pen

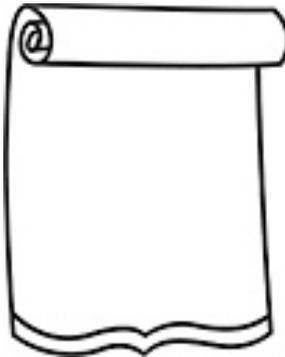


Find feathers at hobby store

George Washington's wig; Cut 3 sides of a white paper bag to go around face, leave one side long and cut fringes to form ponytail, tie with ribbon. Make side curls from leftover paper.



Ben Franklin: fashion kite from newspaper, dowels and string. Bald-headed wig may be found at costume shops



Thomas Jefferson's parchment: Roll up a piece of large paper and tie with ribbon

Paul Revere's tri corner hat: using large pieces of construction paper, make 3 of this template (enlarge to fit). Staple ends together, forming a triangle. Measure on head and staple again, further in from the ends.

