

EU Lesson Plan

Title of Lesson Plan: Musical Identity in the EU and Your Students

Grades: General Music, 6-12 (designed for 6-8 grades, but can also be used for 9-12)

Description: Students will define the word “identity” and explore their own musical identity by looking at the different national anthems of the member states in the EU.

Time: 1 week, 80 minute classes; can be broken down further according to how quickly students move on each assignment and their level of understanding

Objectives:

- The learner will be able to identify all 27 member states of the EU on a World or EU map
- The learner will acquire a general knowledge about the national anthems of the member states of the EU
- The learner will be able to defend their answer on whether the EU should have 1 national anthem or if member states should be able to keep their own anthems
- The learner will be able to define “identity”
- The learner will be able to explain their own musical identity using songs/lyrics of past and present
- The learner will be able to explain their own musical identity through artistic work and design
- The learner will be able to describe ways in which the concepts and skills of other content areas (Language Arts, Social Studies, Geography, English, Art) relate to those of music.

Materials Needed:

Internet access	Large Drawing Paper (white)
12 x 12 white construction paper	Color Printer (if available)
Markers	World/EU Map
Crayons	Computer(s)
Colored Pencils	Pencils
Rulers	Writing Paper

Directions:

DAY 1:

Activity 1 – Identity Maps

1. Have students define the word “identity” in their own words.
2. Share with students/have students look up the definition of identity. The dictionary defines identity as “the condition of being oneself and not another”, “condition or character as to who a person or what a thing is”, and “the sense of

- self”.
3. Get students in the mindset of recognizing identities of people by using Visual Thesaurus (www.visualthesaurus.com). Using a SMART board or LCD display, so that all students can see, look up a famous historian/musician/person by entering their name in the “look up” tab. An “identity map” will then pop up displaying identities of that person through red dots and lines. Click on each red dot to reconfigure the map to show different nouns that are used to describe that person or their roles.
 4. Explain to students that today they will be mapping their own identities, in a similar fashion to the people and word maps they have seen on the Visual Thesaurus. Although they may not be well known or famous for their different roles, they will use this mapping opportunity to introduce themselves to their peers through their identity maps.
 5. Distribute a sheet of large drawing paper and a marker to each student.
 6. Instruct each student to use a marker to write his or her name in the center of the drawing paper with large bold letters.
 7. Encourage students to think of all roles they identify with (i.e. family roles, school roles, community roles). Instruct students to draw a line for each identity role coming away from their name in the middle of the paper. Students should place a minimum of 4 roles on their paper.
 8. Next, instruct students to choose adjectives to describe their defined roles. These adjectives should be connected with a dotted line to the role that was connected through the solid line, coming from their name in the center of the paper. Students should place 2-3 adjectives for each role on their paper. Encourage students to use an online thesaurus or printed thesaurus to find creative/unique ways to say simple adjectives (for example, instead of using “kind” the student might use “courteous” or “considerate”).
 9. Remind students to take their time on their identity map. Students may use different colors of markers, font, etc. to make certain roles pop out (i.e. if they feel their role as a son/daughter is more important than their role as a student they may want to put one role in bold and the other in a lighter shade).
 10. Have students place maps in a safe place in the room because they will come back to them during the next class time.

DAY 2:

Activity 1 – Word Clouds

1. Have students retrieve identity maps. Assess maps to make sure that students have enough info (at least 4 roles and 2-3 adjectives for each role).
2. Explain to students that they will be creating a “word cloud” using the roles and adjectives on their identity maps.
3. Instruct students to log onto www.wordle.net. Students will click on “create your own”. Students will enter roles and adjectives into the text box. Then, students will be able to design their word cloud by editing the language, font, color, and layout.
4. Have students share their word clouds with other students in class. If available,

have students print word cloud using color printer (possibly to post on a bulletin board).

5. In sharing word clouds, have students discuss their observations. What did you learn about your peers? What roles do you commonly share? What adjectives do you share? What adjectives were the most descriptive or unique? Do you disagree with someone's view of their own identity and why?

Activity 2 – National Anthems in the European Union

1. Introduce to students the idea of the European Union. Explain that the EU was developed to unify the states of Europe and that presently there are 27 members. List these members on the whiteboard/SMART board.
2. Have students locate these member states on a World or Europe Map. For more tactile emphasis, have students stick a thumbtack in each place, or laminate the map and have students circle each member with a dry erase marker.
3. Explain to students that just as the United States has a national anthem, so do these member states of the EU.
4. Print out lyrics from www.nationalanthems.info. This site translates lyrics into English. Click on the left-hand side to search for a country, using the alphabetical links.
5. Review either all, or a majority of, the national anthems of the member states using www.youtube.com.
6. Then, explore the lyrics and discuss why students think these specific lyrics were chosen. Another option would be to pair students together and have them pick a member state. Then, each pairing would have to discuss and be able to present to the group why they feel the state chose the lyrics they did.

DAY 3:

Activity 1- The EU National Anthem: To be or not to be?

1. Introduce to students the EU National Anthem. Explain to students that the anthem music is “Ode to Joy” by Beethoven. However, as of right now, there are no lyrics. Explain that this is partly because many member states are not comfortable with only having one anthem to represent them. They are also not comfortable with the lyrics that have been suggested. For example, at one time Austrian composer Peter Roland gave the following lyrics as a gift to the EU:

Europe is united now
United it may remain;
Our unity in diversity
May contribute to world peace.

May there forever reign in Europe
Faith and justice
And freedom for its people
In a greater motherland.

Citizens, Europe shall flourish,
A great task calls on you.
Golden stars in the sky are
The symbols that shall unite us.

- However, the line “freedom for its people in the greater motherland” sparked fury due to its Soviet and Nazi overtones. Some people thought there were ominous echoes of Stalin’s imperialist Soviet regime in using the word “motherland”, which is used in an old Soviet anthem.
2. Have students debate on whether the EU should have one national anthem for all member states, or if member states should keep their own national anthems. Be sure that students use the topic of identity in some way when debating.
 3. Pose this question to students: Does music solely identify us as individuals? Identify us as a group? Discuss in class.

DAY 4:

Activity 1: Identity CD

1. Reflect back on the previous day as to what the responses were to whether music solely identifies an individual. Then, explain to students that they will be creating their own “Identity CD”.
2. Students must choose a minimum of 8 songs that would “identify” them. Students may use the internet to look up lyrics to songs or to look up song titles. These songs can be from any era and any genre of music. Please note to students that songs and lyrics must be appropriate for classroom use (i.e. no violence, gangs, sexual situations, etc.). Explain to students that songs can represent a part of their present life, past life, or future dreams/goals.
3. On a piece of paper (or you may create a template for students to use, such as a chart with song title and reason), students must explain how each song represents, or identifies, them in 3-5 complete sentences.
4. If time allows, students will share their choices with the class. If not, this can be carried over to the next class period.

DAY 5:

Activity 1: Creating CD cover/packaging

1. Students will create their own CD cover and/or packaging.
2. Provide students with two pieces of 12 x 12 white construction paper. Explain to students that this is much bigger than a normal CD cover. However, they will use this size to make it larger so that others can read it and see detail.
3. Provide markers, crayons, colored pencils, stickers, stencils, and any other fun craft supplies for students to use in creating their CD covers.

4. Students will create a “front CD cover” with one sheet of paper. The front of the CD should be something that represents the student as a whole. Students may not feel comfortable with this idea at first, complaining of not being creative or artistic enough. Therefore, the teacher should have an example of one they have done themselves to show students. **If there should be a student who refuses to do this due to lack of confidence, differentiation can always be used. Student could cut out pictures from a magazine to make a collage or could find pictures on the internet to print out.**
5. Then, students will create a “back CD cover”, complete with listing of songs and the artists. Encourage students to write neatly so that others can read the song titles and artists.
6. Students will combine the front and back covers with tape, staples, ribbon, etc. so that it looks like a book. On the inside, students will write how each song represents them (they have already done this on Day 4, so it is simply copying).
7. Students will share them with the class and display them on a bulletin board or in the classroom. **To add a fun twist, CD covers could be displayed without names on a bulletin board or in the classroom. Then, have students see if they can figure out which CD cover belongs to which student based on the songs chosen and/or the description of why the song was chosen.**
8. Last, but not least, regroup and review “identity” and whether individuals or groups can be identified by the music they listen to. If individuals or groups can be identified by the music they listen to, would it be considered stereotypical? What stereotypes, if any, do we see in music in the United States? Are there any stereotypes seen in the anthem choices of the member states in the EU?

Assessment:

Identity Maps Assessment: Assess based on the variety of roles and adjectives student used on maps. Make sure that students used at least the minimum number of roles and adjectives. Did they include multiple roles? Did they include creative/unique adjectives?

Discussions: An informal assessment can be done in order to assure each student is participating in discussions. Encourage each student to comment or provide an idea to the group during each discussion. Explain to students that they will be graded on their participation. At the end of the unit, a self-assessment will be done. One category will be participation in discussions.

CD Cover: Assess based on the directions given. Ensure that the student has a minimum of 8 songs. Also, in describing why the song identifies them, they must have

3-5 complete sentences explaining. The teacher must decide for themselves how much effort the student shows in creating the CD cover (artwork).

Overall Assessment: At the beginning of the unit, provide students with a rubric showing how they will be graded. Explain that they will be graded in 5 different areas/assignments. These scores will then be added together to form a final grade. Each area will be worth 5 points, with 5 being the highest score, for a total maximum score of 25. The areas/assignments are: Identity Map, Word Cloud, Discussion Participation, CD songs and explanation, and Design of CD (or effort). **You can choose to weigh one area more than another. For example, if you feel that the participation in discussion is more important, then you could allow 10 points in that area. However you want to design the assessment will work. Also, personally, I like having them do a self-assessment and averaging their score with mine. However, you can choose to do the assessment in whatever way works best for you.**

Extension: As stated earlier, more time can be allowed for each activity if needed. Also, peer tutors can be used to help students who are struggling with certain aspects of the unit.

Educational Content Standards:

NCSCOS for Music

Competency Goal 6: The learner will listen to, analyze, and describe music.

Competency Goal 7: The learner will evaluate music and music performances.

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.

NCSCOS for Language Arts

Competency Goal 1: The learner will use language to express individual perspectives drawn from personal or related experience and/or in response to personal, social, cultural, and historical issues.

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

NCSCOS for Social Studies (Grade 6):

Competency Goal 1: The learner will use the five themes of geography and geographic

tools to answer geographic questions and analyze geographic concepts.

Competency Goal 6: The learner will recognize the relationship between economic activity and the quality of life in Europe.

Competency Goal 8: The learner will assess the influence and contributions of individuals and cultural groups in Europe.

Competency Goal 10: The learner will compare the rights and civic responsibilities of individuals in political structures in Europe.

NCSCOS for Visual Arts:

Competency Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Competency Goal 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

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