

# Elementary 13

## Beyond the Instruments

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### Grade Level/Class

Lower Elementary Grades

50 Minute Music Class

Cross Curricular: Social Studies

### Overall Theme

Musical instruments can come to represent something beyond themselves: works of art, catalysts for cultural change, or sanctuaries of comfort and connection. Music itself can create social change. Throughout the history of time, music has been integral in ushering in change.

### Essential Questions

1. How can instruments represent artistry, sanctuary, and change?
2. Can music itself be a catalyst for social change?
3. How can we use music and tools in music to share our own voices?

### National Standards

Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes

### Student Learning Outcomes

By the end of this lesson, students will be able to:

1. Define some instruments that took on meaning beyond their original intent.
2. Connect instrumental advances with artistry, sanctuary, and change.
3. Develop lyrics for a song on a personal topic of interest.

### Materials Needed

1. E13 Presentation
2. Whiteboard
3. Markers
4. Recording of Woody Guthrie's ["This Land is Your Land"](#)
5. E13 Worksheet

## Procedures

### Lesson Introduction (10 Min):

- Turn and talk: Teacher (T) will ask, "What is something that bothers you and that you would like to see changed?"
- T will create a list of issues on the board.
- What songs or artists do you know that discuss important issues?
- T will choose three students to share with the whole class.

### Lesson Body (30 Min):

- T shares the Google slideshow showing instruments taking on a variety of meanings.
- T shares that just like instruments can have special meaning, musicians can use instruments and lyrics to bring attention to important topics and inspire positive actions.
- T will share that in the United States, many musicians have used music to give voice to different issues.
- T will share that Woody Guthrie wrote "This Land is Your Land" in 1940 as a symbol of social justice and inclusivity.
- T will share the song recording and ask students to identify the instrument being used to accompany the lyrics.

## Assessment Strategies

### Wrap-up and Assessment (10 Min):

- Using the theme of instruments and music as a catalyst for change, S will complete a 10-minute brainstorm on a topic they care about and develop song lyrics for an area they'd like to see change.
- S will turn in their lyric sheets at the end of the class.

## Extensions/Adaptations

### Extensions

- Facilitate open-ended research on protest music that is connected to social issues that students generate.

### Adaptations

- Provide visuals to go along with the lyrics of "This Land is Your Land."
- Provide sentence starters when asking, "How do you think this song can be used to address social issues?" such as: "This song can address social issues by \_\_\_\_\_."
- Additionally, provide choices for students to choose from when answering an open-ended question.
- Allow students to use speech to text or text to speech to record their ideas.
- Provide image descriptions for any visuals shown, highlighting key information.

## Spotlight on Careers in Music

This lesson plan can be tied to specific careers in music:

- Music Engineer
- Instrument Manufacturer
- Performer
- Songwriter
- Composer

For comprehensive information on careers in the music industry, please visit [Consider a Career in Music](#)