

## WARMUPS - Music and the Westward Expansion

**Name:** J. Jasper

**Grade Level:** 7<sup>th</sup> and 8<sup>th</sup> Grade

**Content Area(s):** Social Studies – U.S. History

**Classroom Time:** 2, 10-15 minute Warm-ups

**Purpose:** Review and create personal connection with the Westward Expansion

**Skill Addressed:**

*Social Studies Skill:* Westward Expansion

*Music skill:* Analyzing musical selections

**Previous Skills:** Students have studied the Westward Expansion

**Supplies Needed:**

Internet-connected computer, paper, writing utensil

### DAY 1 WARMUP

**Lesson Process:**

- A. Tell students they will be listening to music that was inspired by the Western United States, *On the Trail from* Fred Grofé's "Grand Canyon Suite"
- Music is available at: <http://www.npr.org/templates/story/story.php?storyId=90871960> Click on the listen button underneath the information about *On the Trail* and it will open up a separate media player that will play the selection.
- B. While students are listening to the piece of music, they should jot down ideas as to what settlers might be encountering along their way based on what they have read about in class – tell them to consider: time of day, weather, people they may encounter, obstacles, etc... - *Examples: Wild animals, famine, lack of water, etc... .*

### DAY 2 WARMUP

**Lesson Process:**

- A. Tell students they are to now put themselves in the settler's/pioneer's shoes. Have students use their notes and ideas from their listening experience to create an "I Am" Poem after listening to the music piece

**I am** (the name of your settler/pioneer)  
**I wonder** (something he/she may be curious about)  
**I hear** (a sound he/she may hear on their journey)  
**I see** (a sight he/she might see on their journey)  
**I want** (a desire of him/her)  
**I am** (the first line of the poem repeated)

**I pretend** (something he/she might pretend)  
**I feel** (something he/she may feel on their journey)  
**I touch** (something he/she may touch on their journey)  
**I worry** (something that may bother him/her on their journey)  
**I cry** (something that may make him/her sad)  
**I am** (the first line of the poem)

**I understand** (something he/she knows is true)  
**I say** (something he/she may say aloud/believe in)  
**I dream** (something he/she may hope/dream for)  
**I try** (something he/she makes an effort for)  
**I hope** (something he/she may hope for)  
**I am** (the first line of the poem repeated)

## **National Standard**

### **Social Studies**

- Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

### **National Music Standards**

- Listening to, analyzing, and describing music.
- Understanding relationships between music, the other arts, and disciplines outside the arts.

## **TAKS Objectives**

### **Social Studies, Grade 8, Objective 5**

The student will use critical-thinking skills to analyze social studies information

### **Music TEKS**

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to: (A) classify aurally-presented music representing diverse styles, periods, and cultures