Facilitation Guide

Class-ional Anthem (Nationalism Fueled Conflicts)

Social Studies, Grade 11, Unit 2 – Revolutions and their Consequences

EXPERIENCE OVERVIEW

Students will explore how uniting a nation can lead to internal conflicts. Using examples of national anthems, they will create a "class-ional" anthem, writing lyrics that reflect the class's values, priorities, and its role in the world.

Standards

MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- MWH.RC.8 – Analyze the regional causes and interregional and global impacts of nationalism during the 18th and 19th centuries.
- MWH.RC.8b – analyzing how nationalism was a source of tension and conflict in places such as the Ottoman Empire.

C3 STANDARDS - SKILL DEVELOPMENT

- D1.1.9-12. – Explain how a question reflects an enduring issue in the field.
- D2.Geo.5.9-12. – Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- D2.His.4.9-12. – Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

COMMON CORE STATE STANDARDS

- RL.11-12.6 – Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RI.11-12.5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- SL.11-12.1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.11-12.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

NATIONAL CORE ARTS STANDARDS

- Music E:9-12:1 – As both a self-directed learner and as a collaborator with others, create musical works that clearly communicate personal, cultural, or historical experience, using appropriate technology as available
- Music E:9-12:2 – Incorporate refinements to personal musical ideas through analysis and implementation of feedback

Getting Ready

ESSENTIAL QUESTION:

- How did the political and economic revolutions in Western Europe lead to imperialism and the rise of nationalism throughout the world?

SUPPORTING QUESTIONS:

- How did the spread of nationalism cause conflicts between various groups within a nation?

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OBJECTIVES:

- Content/Arts Integrated Objective: Students will be able to directly relate Nationalism to their classroom by creating a Class-ional Anthem that represents their class, their values, and the way they wish to be seen in the world.
- Language Objective: I can write and verbally share an anthem about my class with descriptive words using a concept map.

ASSESSMENT:

- The students' performance of their class-ional anthem will serve as a (per)formative assessment allowing them to demonstrate their understanding of both music and nationalism through the creation of their song.
- Students complete the Class-ional Anthem Self-Evaluation
  - Check the boxes that apply: How did you participate today?
    - Completing concept map
    - Writing individual song lyrics
    - Verbally sharing an idea for the class song
    - Performing the class song
  - Short Answer:
    - What are you most proud of in this activity?
- Offering multiple ways to demonstrate their understanding of social studies and arts standards ensures that every student can be assessed in a way that suits their strengths.

SELF-EVAL

MATERIALS & SUGGESTIONS FOR CLASSROOM SETUP:

- Designate a clear space to display the completed Class-ional Anthem on poster paper. If multiple 11th grade social studies classes have class in that room, have a separate space for each so all can be displayed simultaneously.
- Slides
- WATCH: Whitney Houston – National Anthem
- Class Song Concept Map
- Class-ional Anthem Self-Evaluation

KEY SOCIAL STUDIES VOCABULARY:

- National Anthem

KEY ARTS INTEGRATION VOCABULARY:

- Tone, Tempo, Emotional Resonance

TEACHER BACKGROUND

- Teacher should have a routine in place for starting and stopping a turn and talk. A small visual timer will provide a distinct stopping point for each turn and talk.
- WATCH: Teacher Toolkit: Turn and Talk

STUDENT PREREQUISITES

- Students should have some background knowledge of the countries whose national anthems will be studied in this lesson. This information will have been taught in lessons 1-2 of the Unit 2 Unit Plan. This lesson can be seen as a culminating activity for the standards taught in lessons 1-2.

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ACCESSIBILITY

- Students may work with a partner for peer support. Those needing help with ideas or descriptive language can use a word bank with visual aids. Students who finish quickly can record their song using a computer or phone.

EXTENSION

- If there are multiple social studies classes using the same classroom, you can have students analyze the class-ional anthems of other classes. What does their anthem tell you about them, their values, etc.? Do you think this anthem represents their class accurately? This can be extended to include a class flag, motto, etc.

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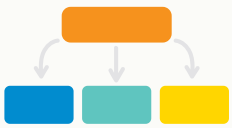
ARTS EVERY DAY
IN BALTIMORE CITY PUBLIC SCHOOLS

ARTS INTEGRATION MATERIALS



CONCEPT MAP

SLIDES

VIDEO PLAYLIST

MATERIALS
GOOGLE FOLDER

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ARTS EVERY DAY IN BALTIMORE CITY PUBLIC SCHOOLS

TEACH

Opener / Warm Up

Students will watch a video clip of Whitney Houston performing the United States' national anthem at the superbowl in 1991 (Slide 2) and participate in a class discussion about the song. (Start video at 1:10)

Discussion Questions:

- What is the tone of the song?
- What is the tempo of the song?
- How does this song make you feel?
- What instruments evoke these feelings?
- What message is the song promoting?
- What does it tell people about America?

WATCH: Whitney Houston – National Anthem

SLIDES

VIDEO

Step 1: I Do

WHAT IS A NATIONAL ANTHEM?

Lead students in a discussion about the lesson opener:

- (Slide 3) Ask: What is a national anthem? What makes a song a good national anthem?
- Give a brief overview of what a national anthem is and discuss some themes usually found in national anthems

Step 2: We Do

NATIONAL ANTHEMS AROUND THE WORLD

Using Slides 4-8, invite students to listen to and analyze the lyrics of several national anthems (United States, India, Italy, and Mexico)

- Students will turn and talk with a partner about the following questions after listening to each of the anthems:
  - What is the tone of the song?
  - What is the tempo of the song?
  - How does this song make you feel?
  - What instruments evoke these feelings?
  - What message is the song promoting?
  - What does it tell people about this country?

Step 3: You Do

WATCH: Songwriting 101

Provide students with a blank Class Song Concept Map to brainstorm ideas for their class-ional anthem.

- Students should include descriptive details about their class
- To spur this conversation, start with the simple question of "who are we?" or "what do we want our anthem to say about us?"
- Given the examples of other national anthems in the slides, students may have varying ideas. Students may suggest ideas like:
  - To show strength, to honor the bravery of our people, to celebrate the things that make us great, to highlight our natural beauty, etc.

VIDEO TUTORIAL

HANDOUT

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Students will use the information from their concept map to compose lyrics for their song.

- Once the class has decided on a clear message or two, ask students to come up with couplets that show that message using the concept map provided.
  - For example, if the theme is honoring the bravery of our people, we might start by trying to rhyme a word with brave – cave, save, wave. An example might be *"Our classmates are so valiant and brave If we were in danger, its us they would save"*
  - Students can work on these lines individually or with a partner.

Hear out student suggestions. There are no bad ideas at this point (unless they're inappropriate). At this stage, the important elements are that the lines rhyme, and that they're vaguely on theme.

Facilitation tips:

1. Rhyming dictionaries are a great resource! Don't be afraid to use them.

2. This is an art, not a science. Language is flexible so give yourself and your students grace about slant rhymes, imperfect syllables, etc.

- The first 6 lines should come directly from students in the form of 3 couplets. It is unlikely that these couplets will fit together, so try to add or remove words (adjectives are a good target for this) to make sure they have the same syllable count.
- For example, using the previous line of
  "Our classmates are so valiant and brave
  If we were in danger, it's us they would save"
  If another student comes up with
  "Brave Brave Brave classmates
  Protecting us against the fates"
  - These don't necessarily match in terms of syllables. Guide students to add a few words to help flesh out the second couplet. You might ask students for a synonym for brave that has more syllables. Or adding some words to match (or at least get close) to the syllable count of the first couplet.
- The combined lines might now read
  - *Our classmates are so valiant and brave*
  - *If we were in danger, its us they would save* [couplet 1]
  - *Brave, selfless, noble, classmates*
  - *Protecting us against the fates* [couplet 2]
- Repeat for the next couplet, adjusting adjectives and rhymes as needed. The final couplet should incorporate the class name so the listener knows whose class this anthem is for.
- Finally it's time to put each of the couplets together for an 8 line class-ional anthem.

Facilitation Tip: You do not have to be a great singer or musician to facilitate this activity. The more confident and comfortable you are (or at least can appear), the more excited and confident your students will feel about engaging.

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ARTS EVERY DAY
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Step 4: You Do

PERFORMANCE

Students will perform their class-ional anthem as a group.

- Option A: Students read the anthem aloud
- Option B: Students set their anthem to the tune of one of the national anthems in the slides and sing along
- Option C: Students choose to develop their own anthem melody to perform the song to

Have your students perform their class-ional anthem and debrief with the reflection questions on Slide 11:

- What was difficult about this process?
- Did everyone get what they wanted?
- Does this anthem represent all of us equally?
- How does struggling to make every idea heard in this national anthem mirror nationalism more broadly?

WATCH: Student Self-Evaluation

- Have student complete the self-evaluation

VIDEO TUTORIAL

HANDOUT