

# “My Homeland, Tennessee” Grade 3-5 Lesson Kit

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## Introduction

This lesson kit contains activities designed to help teachers do at least one of the following: prepare their students for a tour of the Center for Popular Music, help their students better utilize the primary sources in the Center for Popular Music's *My Homeland: A Research Guide to Songs about Tennessee* collection, or present materials from the Center for Popular Music's website in a classroom environment.

These lesson activities assist teachers in meeting Tennessee State Curriculum Standards for the Grades 3-5 in the following subjects: Language Arts, Visual Art, Music, Theater, and Social Studies. Each lesson is allotted between 30-50 minutes and can be completed in most classroom environments.

## What is the Center for Popular Music and the My Homeland Tennessee project?

The Center for Popular Music at Middle Tennessee State University was established in 1985 as a state-sponsored Center for Excellence. In 2009 it became a constituent unit in the University's College of Mass Communication, where it supports both student development and faculty research.

The Center's scholarly mission is to promote research in American vernacular music and to foster an understanding and appreciation of America's diverse musical culture. Thus, the Center maintains a large research library and archive, presents public programs that interpret various aspects of American vernacular music, engages in original research projects, and disseminates the results of research via publications in various media.

The Center's collections document the diversity of American music. We take as a starting point the multicultural and international origins of American society, and archive materials that document those traditions and the ways in which they contributed to the formation of national musical cultures. From the 18th to early 20th century music was often disseminated in printed form: sheet music, songsters, broadsides, instrumental instruction books, song anthologies, and the like. After 1920, recorded sound gained dominance. The Center's collections reflect these forms of music commodification.

*My Homeland Tennessee: A Research Guide to Songs About Tennessee* preserves and presents historic documents and recordings that illuminate Tennessee. Perhaps more than any other state, Tennessee is associated with music. The state, its cities, natural features, and historical events have been the subject of thousands of popular songs written and performed in almost every style. The idea of Tennessee is so popular that it has inspired great songwriting and performances not only by native Tennesseans but by people from all over the world. The materials gathered for *My Homeland Tennessee* come mainly from two important collections

among the holdings of the Center for Popular Music: The John S. Mitchell Collection of Tennessee Music and The Peter S. LaPaglia Collection.

# Lesson Activity #1—Listening, Singing, and Illustrating Tennessee State Songs

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## Overview

**Title:** Listening, Singing, and Illustrating Tennessee State Songs

**Overview:** Students will listen and sing along to three state songs, illustrate their image of the song, then reflect on their own work.

**Understanding Goal:** Students will connect Tennessee state music to their own artwork.

### Objectives:

1. Students will reflect on their learning by listening to Tennessee state songs, read accompanying lyrics, sing songs, and then design and illustrate a sheet music cover. Use the songs “My Tennessee”, “Tennessee Waltz”, and “The Pride of Tennessee.”
2. Students will use their imagination to learn more about the state they live in.
3. Students will recognize the words and tunes to songs about Tennessee and explain what emotions are evoked by the lyrics.

**Investigative Question:** What do songs written about Tennessee actually say about Tennessee?

**Grades:** 3-5

**Subjects:** Language Arts, Visual Art, Music

## Tennessee State Curriculum Standards (Note numbers are taken from Grade 4 Standards)

### Language Arts:

3. Writing

GLE 0401.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

### Visual Art:

3.0 Students will choose and evaluate a range of subject matter, symbols, and ideas: 3.1, 3.2, 3.3

4.0 Students will understand the visual arts in relation to history and cultures:  
4.1 4.2

5.0 The student will reflect upon and assess the characteristics and merits of their work and the work of others: 5.1, 5.2

6.0 Students will make connections between visual arts and other disciplines:  
6.1.

### Music:

1.0 Students will sing, alone and with others, a varied repertoire of music: 1.1, 1.2, 1.3.

6.0 Students will listen to, analyze and describe music: 6.3

8.0 Students will understand relationships between music, the other arts, and disciplines outside the arts: 8.1

### Materials

Songbooks with music and lyrics, CD player, copies of lyrics, CD of music, an example of an illustrated sheet music cover from the period, assortment of paper, assortment of drawing and coloring supplies (NOTE: CD player & CD may be replaced by computer with an internet connection and speaker system)

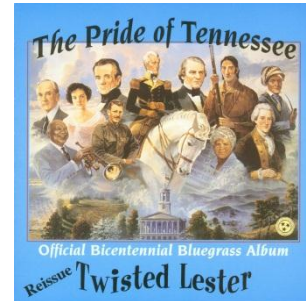
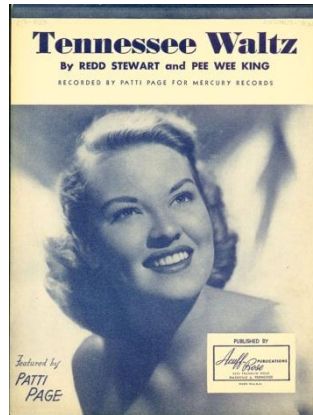
### Resources

Link to state songs: <http://popmusic.mtsu.edu/Homeland/state.html>

Link to "My Tennessee": <http://popmusic.mtsu.edu/Homeland/mytn.html>

Link to "Tennessee Waltz": <http://popmusic.mtsu.edu/Homeland/waltz.html>

Link to "Pride of Tennessee": <http://popmusic.mtsu.edu/Homeland/pride.html>



## Procedure

1. Ask students what they believe songs about Tennessee should emphasize and to write down as many things as they can.
2. Distribute lyric sheets. Play as many of the state songs as deemed appropriate or necessary. Have the students sing along.
3. Use the following questions to engage students in a discussion:
  - a. What were the major themes in common with these songs? (Perhaps discuss each song independently)
  - b. What does each one sing about? How are they the same or different?
  - c. What is the main focus of “My Tennessee”? What aspects of nature are present in this song?
  - d. What is a waltz? Why does “Tennessee Waltz” talk about dancing? What happens in this song?
  - e. What are some things that were the pride of Tennessee in “Pride of Tennessee”?
4. Instruct students to choose one of the songs of particular interest to them. Students should then illustrate an original drawing that they think represents the song. Another way to design this exercise is to tell them to design an album cover for the song.
5. Instruct students to then write a paragraph explaining their drawing. Ask them to connect their illustration to the song lyrics and, if possible, the song melody.

## Evaluation

1. Grade paragraph to ensure students identified purpose for writing, chose a topic sentence, selected relevant details to support topic sentence, formed a sequential and coherent paragraph, selected appropriate words, and successfully explained their artwork. Ensure student reflected on subject matter, symbols, and ideas in one’s own artwork.

2. Grade student artwork based on content. Ensure students implemented subject matter, symbols, and ideas into their own artwork.
3. During the discussion, ensure students successfully interpret, compare and contrast, and evaluate how culture, history, and art influence one another.
4. Ensure students sing with others at a grade-appropriate vocal technique with a simple melody.

## Credits

Lesson plan written by Josh Howard

Sheet music from the collections of the Center for Popular Music, Middle Tennessee State University



# Lesson Activity #2—Nashville

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## Overview

**Title:** Nashville

**Overview:** Have students reflect on what they think of when they think of Nashville, then analyze images of Nashville from two sheet music covers.

**Understanding Goal:** Students will reflect on place and past ideas of place.

### Objectives:

1. Students will reflect on their learning by looking at past images of Nashville.
2. Students will use their imagination to learn more about the state they live in.
3. Students will learn how to learn about history from art.

**Investigative Question:** What did people think about Nashville 100 years ago?

**Grades:** 3-5

**Subjects:** Language Arts, Visual Art

## Tennessee State Curriculum Standards

### Language Arts:

2. Communication

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

3. Writing

GLE 0401.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

### Visual Art:

3.0 Students will choose and evaluate a range of subject matter, symbols, and ideas: 3.1, 3.2, 3.3

4.0 Students will understand the visual arts in relation to history and cultures:

4.1 4.2

5.0 The student will reflect upon and assess the characteristics and merits of their work and the work of others: 5.1, 5.2

6.0 Students will make connections between visual arts and other disciplines:

6.1.

## Resources

Sheet music covers for “Nashville, Tennessee,” and “Come on to Nashville, Tennessee” (see below).

## Activity Steps

1. Have students get together in groups of 3-4. Have each group discuss what they think of when they think of Nashville.
2. Distribute the two images found at the end of this lesson activity.
3. Lead a discussion about the images using your own questions or some of the following.
  - a. What do these two images have in common?
  - b. What do you think these people are doing?
  - c. Why are they carrying suitcases?
  - d. How are they dressed?
  - e. Where might they be going? Coming from?
4. Have students individually write a short story about one of these images using the following prompt: “Imagine you are one of the four people in these images. What is your life like? Where do you live or where do you hope to live? What do you do for a living?”
5. (Optional) Some students may opt to write a short play instead of a short story. Have those students perform their play for the class at the end of the period.

## Evaluation

1. Grade paragraph to ensure students identified purpose for writing, chose a topic sentence, selected relevant details to support topic sentence, formed a sequential and coherent paragraph, selected appropriate words, and successfully explained their artwork. Ensure student reflected on subject matter, symbols, and ideas in one’s own artwork.
2. During the discussion, ensure students successfully interpret, compare and contrast, and evaluate how culture, history, and art influence one another.

## Credits

Lesson plan written by Josh Howard

Sheet music from the collections of the Center for Popular Music, Middle Tennessee State University



<http://tinyurl.com/d9tp35b>



<http://tinyurl.com/coldfbv>

# Lesson Activity #3—What is Tennessee?

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## Overview

**Title:** What is Tennessee?

**Overview:** Students think about what visual images are associated with Tennessee and illustrate their own thoughts on their state of residency.

**Understanding Goal:** Students will connect Tennessee and drawings about Tennessee to their own artwork.

## Objectives:

1. Students will reflect on their learning by analyzing the cover images of the sheet music for songs “Come Down to Tennessee”, “Her Home in Tennessee”, “In Dear Old Tennessee”, and “In Tennessee.”
2. Students will use their imagination to learn more about the state they live in.

**Investigative Question:** What do images about Tennessee actually say about Tennessee?

**Grades:** 3-5

**Subjects:** Language Arts, Visual Art

## Tennessee State Curriculum Standards (Note numbers are taken from Grade 4 Standards)

### Language Arts:

3. Writing

GLE 0401.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

### Visual Art:

- 3.0 Students will choose and evaluate a range of subject matter, symbols, and ideas: 3.1, 3.2, 3.3

4.0 Students will understand the visual arts in relation to history and cultures:

4.1 4.2

5.0 The student will reflect upon and assess the characteristics and merits of their work and the work of others: 5.1, 5.2

## Materials

Computer with internet connection or printed out copies of sheet music attached below, assortment of paper, assortment of drawing and coloring supplies.

## Activity Steps

1. Ask students what they think of when they think of “Tennessee.”
2. Before sharing the sheet music images with students, ask them to create their own drawing or painting of what they think of when they think of Tennessee. Make sure they title their creation.
3. Examine the titles and images of the pieces of sheet music as a class.
  - a. Do the song titles and the cover paintings on the sheet music go together? Why?
  - b. What do you think the music or song with these titles and drawings (or painting) should sound like?
  - c. Do you think your drawings and their titles are similar to these pieces of sheet music?
4. Use the following questions to engage students in discussion.
  - a. Based on these drawings, what does Tennessee look like?
  - b. What do you notice about these buildings? What type of buildings do you think they are? Why?
  - c. Why do you think the artists put these buildings in the center of their drawings?
  - d. What do you think is missing from these drawings?
  - e. How are these drawings similar or different from yours?
  - f. Why do you think these artists chose not to draw cities like Nashville, Memphis, or Knoxville? (cater this question based on the school’s location)
5. Instruct students to choose one of the drawings of particular interest to them. Students should then write a paragraph or short story using that location as the main setting. Use the following questions to guide thinking.
  - a. What can you tell about this place based on the drawing?
  - b. Why would this place have been important?
  - c. Who do you think would have been here? When?
  - d. What do you think people’s daily life would have been like here?

6. (Optional) Students will view each other's drawings anonymously. Students will then privately choose their favorite and compare it to their own, focusing on similarities and differences, likes and dislikes, and whether or not they believe their peer's work represented their idea of "Tennessee".

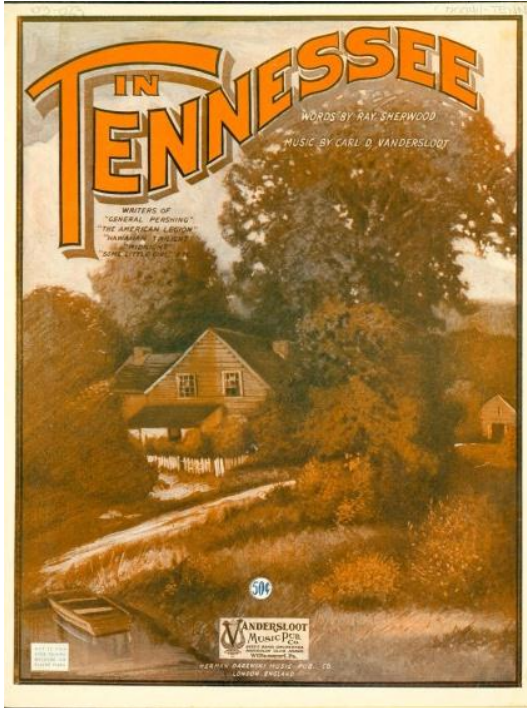
## Evaluation

3. Grade paragraph to ensure students identified purpose for writing, chose a topic sentence, selected relevant details to support topic sentence, formed a sequential and coherent paragraph, selected appropriate words, and successfully explained their artwork. Ensure student reflected on subject matter, symbols, and ideas in one's own artwork.
4. During the discussion, ensure students successfully interpret, compare and contrast, and evaluate how culture, history, and art influence one another.

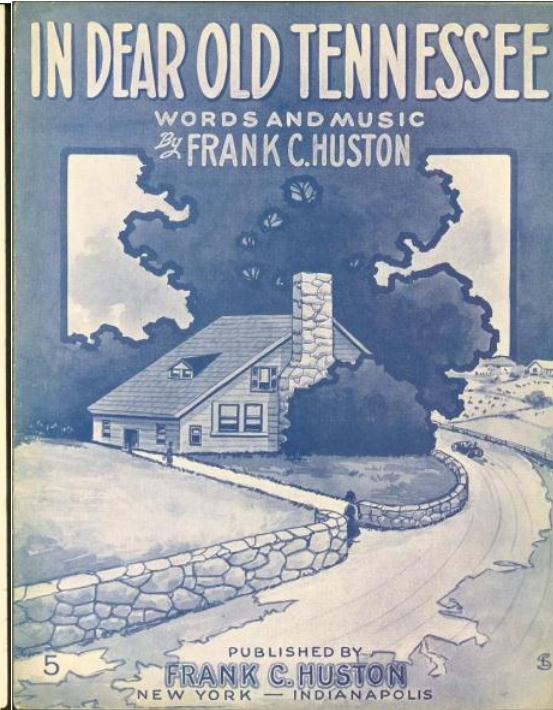
## Credits

Lesson plan written by Josh Howard

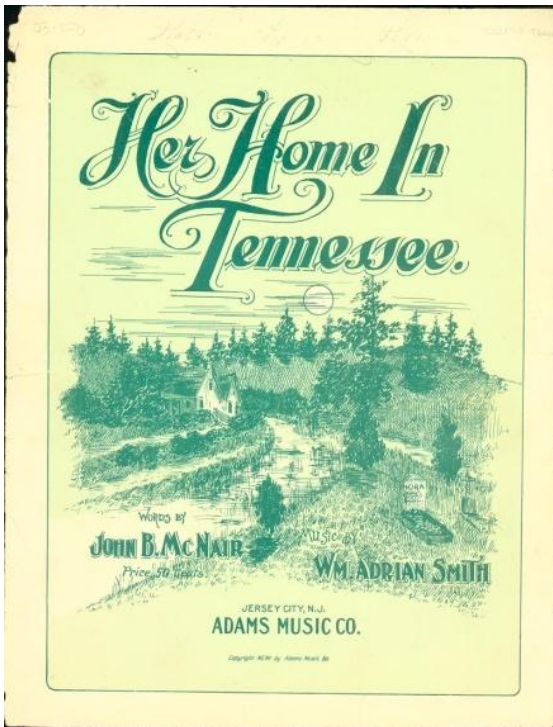
Sheet music from the collections of the Center for Popular Music, Middle Tennessee State University



<http://tinyurl.com/bg5al5h>



<http://tinyurl.com/afcdv95>



<http://tinyurl.com/am2mpug>



<http://tinyurl.com/ap5o48j>



# Lesson Activity #4—Drummer Boy of Shiloh

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## Overview

**Title:** Drummer Boy of Shiloh

**Overview:** Students will write multiple reflective essays, each after being given a new piece of information about the Civil War.

**Understanding Goal:** Students will reflect upon choices made during the Civil War by analyzing songs and paintings from the era.

### Objectives:

1. Students will think about the Civil War from the perspective of a drummer boy.
2. Students will use their imagination to learn more about the Civil War through song lyrics.
3. Students will reflect upon the choices people had to make—even children—during the Civil War and Reconstruction.

**Investigative Question:** What were the choices facing young boys during the Civil War?

**Grade:** 5

**Subjects:** Language Arts, Music, Visual Art, Social Studies

## Tennessee State Curriculum Standards

### Language Arts:

2. Communication

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

3. Writing

GLE 0401.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

### **Music:**

6.0 Students will listen to, analyze and describe music: 6.3

7.0 Students will evaluate music and music performances: 7.1, 7.2

8.0 Students will understand relationships between music, the other arts, and disciplines outside the arts: 8.1

### **Visual Art:**

3.0 Students will choose and evaluate a range of subject matter, symbols, and ideas: 3.1, 3.2, 3.3

4.0 Students will understand the visual arts in relation to history and cultures:  
4.1 4.2

6.0 Students will make connections between visual arts and other disciplines:  
6.1.

### **Social Studies**

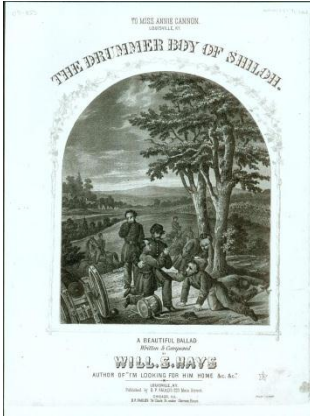
1.0 Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures. Discuss cultures and human patterns of places and regions of the world: 1.02.

5.0 History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based: 5.01, 5.02 (Era 5 – Civil War and Reconstruction 1850-1877)

### **Resources**

Link to “Drummer Boy of Shiloh” sheet music here:

<http://musicman.mtsu.edu/broadsides/SheetMusicthumbnails/000101-TENN-01-thumb.jpg> AND <http://tinyurl.com/ayo3m3w>



Link to “The Battle of Shiloh or Pittsburg Landing” sheet music here:

<http://musicman.mtsu.edu/broadsides/TennesseeSongs/000015-TENN-01med.jpg> AND

<http://tinyurl.com/aot8ttu>



## Activity Steps

1. This activity should be completed after a thorough discussion of the Civil War.
2. The teacher will develop a short discussion focused on the role of drummer boys.
3. Lead a discussion where the students reflect on whether or not they would have wanted to join the battle as a drummer boy. Ensure students recognize the pros and cons of both leaving home to be a drummer boy and remaining home to help on the home front.
4. Distribute copies of the “Drummer Boy of Shiloh” sheet music. Have students read the verses out loud. If possible, play the song for students.
5. Have students write a reflective paragraph regarding how their thoughts on drummer boys and war changed after reading this song.
6. Either distribute copies or display the cover image of “The Battle of Shiloh or Pittsburg Landing.” Remind students these two songs were written about the same battle.
7. Have students write an additional reflective paragraph on the same page about how their thoughts on drummer boys and war changed after seeing this image.

## Evaluation

1. Grade paragraph to ensure students identified purpose for writing, chose a topic sentence, selected relevant details to support topic sentence, formed a sequential and coherent paragraph, selected appropriate words, and successfully explained their artwork. Ensure student reflected on subject matter, symbols, and ideas in one's own artwork.
2. During the discussion, ensure students successfully interpret, compare and contrast, and evaluate how culture, history, and art influence one another.

## Credits

Lesson plan written by Josh Howard

Sheet music from the collections of the Center for Popular Music, Middle Tennessee State University

# Lesson Activity #5—Writing a New State Song

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## Overview

**Title:** Writing a New State Song

**Overview:** Students will think creatively to come up with new verses to the first Tennessee state song.

**Understanding Goal:** Students will learn about the first Tennessee state song and will compose music.

### Objectives:

1. Students will sing in tune the first Tennessee state song.
2. Students will use their imagination to write new verses to the song in a group setting.
3. Students will reflect and evaluate music.

**Investigative Question:** Does the song “My Homeland, Tennessee” represent Tennessee? What else makes you think of Tennessee?

**Grades:** 3-5

**Subjects:** Language Arts, Music, Social Studies

## Tennessee State Curriculum Standards (Note numbers are taken from Grade 4 Standards)

### Language Arts:

2. Communication

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

3. Writing

GLE 0401.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

### Music:

1.0 Students will sing, alone and with others, a varied repertoire of music: 1.1, 1.2, 1.3.

3.0 Students will improvise melodies, variations, and accompaniments: 3.3

4.0 Students will compose and arrange music within specified guidelines: 3.3

6.0 Students will listen to, analyze and describe music: 6.3

7.0 Students will evaluate music and music performances: 7.1, 7.2

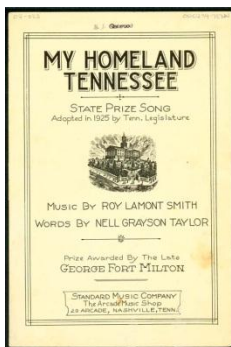
8.0 Students will understand relationships between music, the other arts, and disciplines outside the arts: 8.1

### Social Studies

1.0 Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures. Discuss cultures and human patterns of places and regions of the world: 1.02.

### Materials

Lyric sheets to “My Homeland, Tennessee” <http://tinyurl.com/anjhn8r>



### Resources

Link to the Nashville Children’s Choir singing “My Homeland, Tennessee” at <http://popmusic.mtsu.edu/media/NashvilleChldrnsChoirMyHomelandTN.mp3>.

## Activity Steps

1. Read a short paragraph to the students pulled from the material located at: <http://popmusic.mtsu.edu/Homeland/state.html>.
2. Distribute copies of the lyrics to “My Homeland, Tennessee.” Have students take turns reading a half-verse each.
3. Lead a discussion that investigates the meaning of each verse.
  - a. Make sure to clarify certain words such as “’Twas” and “thee”
  - b. Make sure to clarify who Jackson was
4. If a piano and piano player is available, have the class listen to the music as it is played and sing along. If not, use the link in the Resources section to play over the internet.
5. Divide students into groups of 3 or 4. Have each group write additional verse(s) to the song. Have the song playing in the background if needed.
6. Have each group either read aloud or perform their verse.
7. Have each student individually write a reflection paragraph on their own writing process as well as which song they believed to be the most representative of Tennessee.

## Evaluation

2. Grade paragraph to ensure students identified purpose for writing, chose a topic sentence, selected relevant details to support topic sentence, formed a sequential and coherent paragraph, selected appropriate words, and successfully explained their artwork. Ensure student reflected on subject matter, symbols, and ideas in one’s own artwork
3. During the discussion, ensure students successfully interpret, compare and contrast, and evaluate how culture, history, and art influence one another.

## Credits

Lesson plan written by Josh Howard

Sheet music from the collections of the Center for Popular Music, Middle Tennessee State University

# Lesson Activity #6—Songs of the Mountains

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## Overview

**Title:** Songs of the Mountains

**Overview:** The students will examine the music found in the Tennessee Mountains. In groups or individually, they will research (using the internet, books, or any other available resources) the music and culture of that location. Each group or individual will then display and discuss information discovered about the music and culture of the location. Assessment will be based on presentation and accuracy of information.

**Understanding Goal:** Students will learn about a specific region of Tennessee.

### Objectives:

1. Students will research a specific region of Tennessee starting with songs.
2. Students will use their imagination to learn more about the state they live in.
3. Students will recognize the words and tunes to songs about Tennessee and explain what these songs have to say about the state.

**Investigative Question:** What can we learn about East Tennessee through music and songs?

**Grades:** 3-5

**Subjects:** Language Arts, Music, Social Studies

## Resources

The Center for Popular Music's My Homeland Tennessee database:

<http://popmusic.mtsu.edu/Homeland/index.html> with specific emphasis on the Natural Tennessee <http://popmusic.mtsu.edu/Homeland/natural.html> and Tennessee Places <http://popmusic.mtsu.edu/Homeland/places.html> subheadings.



## Tennessee State Curriculum Standards (Note numbers are taken from Grade 4 Standards)

### Language Arts:

#### 2. Communication

GLE 0401.2.1 Continue to develop oral language skills necessary for communication.

#### 3. Writing

GLE 0401.3.2 Write in a variety of modes and genres, including narration, literary response, personal experience, and subject matter content.

#### 4. Research

GLE 0401.4.1 Conduct research to access and present information.

GLE 0401.4.3 Present research results in a written report.

### Music:

6.0 Students will listen to, analyze and describe music: 6.3

8.0 Students will understand relationships between music, the other arts, and disciplines outside the arts: 8.1

### Social Studies

1.0 Culture encompasses similarities and differences among people including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures. Discuss cultures and human patterns of places and regions of the world: 1.02.

3.0 Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography: 3.01, 3.03, 3.04.

5.0 History involves people, events, and issues. Students will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources.

They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

## Materials

Computers with an internet connection and audio capabilities, map of Tennessee with topographical information

## Resources

The Center for Popular Music's My Homeland Tennessee website at <http://popmusic.mtsu.edu/Homeland/natural.html>.

## Activity Steps

1. Read or have students read the Natural Tennessee section of the My Homeland Tennessee website, at <http://popmusic.mtsu.edu/Homeland/natural.html>.
2. Lead a discussion with students about what they think the differences are between East, middle, and West Tennessee. Supply each student with a map if possible.
3. Have students browse for songs about East Tennessee through the Center for Popular Music's website or any other internet resource. Have students look up the lyrics for any songs they feel are useful. Also encourage students to use sites such as Youtube to listen to these songs. Hint: When in the My Homeland website, search for the terms "East Tennessee," "Knoxville," and "mountains."
4. Have each group or individual write a short paragraph that successfully presents their research findings in a succinct paragraph using the following prompt: "What did you learn about East Tennessee and the Mountains of Tennessee?"
5. Students will discuss the differences and similarities of songs, as well as what settings appeared in these songs. Students will also present their favorite song and explain why.

## Evaluation

1. Grade paragraph to ensure students identified purpose for writing, chose a topic sentence, selected relevant details to support topic sentence, formed a sequential and coherent paragraph, selected appropriate words, and successfully explained their artwork. Ensure student reflected on subject matter, symbols, and ideas in one's own artwork.
2. During the discussion, ensure students successfully interpret, compare and contrast, and evaluate how culture, history, and art influence one another.

## Credits

Lesson plan written by Josh Howard

Sheet music from the collections of the Center for Popular Music, Middle Tennessee State University