**MOTIVATED MINER MUSIC**

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| ***GRADE*** | ***CONTENT AREAS BEING INTEGRATED*** |
| FOURTH | THEATRE MUSIC SOCIAL STUDIES |

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|  | ***ARTS DISCIPLINE*** | ***OTHER CONTENT AREA*** |
| Standards Addressed in the Integrated Lesson/Activity | **THEATRE**  1.2 Identify a character’s objectives and motivations to explain that character’s behavior.  5.1 Dramatize events in California history.  5.2 Use improvisation and dramatization to explore concepts in other content areas. | **MUSIC**   * 1. Explain the relationship between music and events in history.   2. Identify music from diverse cultures and time periods.   **SOCIAL STUDIES**   * 1. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood. 2. Compare how and why people traveled to CA and the routes they traveled. |
| Student Objectives in Each Discipline | Students will dramatize a folk song from the Gold Rush using pantomime, tableau, and/or improvisation and identify the narrator’s objectives and motivations. | Students will compare and contrast what each group’s song reveals different motivations to move west. |

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| Integrated student Objective | *What is the objective of the integrated activity? Look at the connections being made between the two content areas. At the end of the integrated activity, students will be able to…*  Students will dramatize lyrics from a Gold Rush folk song and compare and contrast what they lyrics reveal about different motivations for moving to California. |
| Essential Question | What is the question you want the students to be able to answer at the end of this lesson?  What does each song reveal about the different motivations for those who went out West? |

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| ***Materials and Resources*** |
| *Copies of Smithsonian Folkways “The Days of 49” Song Lyrics to distribute to groups and recordings from the site*  *http://media.smithsonianfolkways.org/liner\_notes/folkways/FW05255.pdf*  “What Was Your Name in the States?”  “Joe Bowers”  “The California Stage Company”  “Sacramento”  “The Gambler”  “He’s the Man For Me”  Youtube clip about Gold Rush and/or Youtube clip of “Oh, California!”  Ipad, ipod, laptop, or other audio set up to play media for students. |

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| ***Lesson/Activity Description*** |
| 1. Think Pair Share: In pairs, students discuss what they know about the Gold Rush and why people moved West to CA. 2. Students will watch a short video on the Gold Rush. (Oh, California!) 3. Brainstorm and discuss reasons why people traveled West during the Gold Rush. 4. As a class, students listen and read lyrics of “What Was Your Name in the States.” Model with a group of students how to use pantomime or tableau to dramatize lyrics. What character(s) can we imagine creating based on this song? 5. Create a criteria chart for each group’s scene 6. Students are split up into groups of 5-6, each group gets lyrics sheets and a recording of the song. Each group divides into singers and performers and create a short pantomime/tableau scene. 7. Students perform scenes for each other and discuss motivation of the main character(s) based on the song lyrics. Students assess each other informally based on criteria chart/checklist. 8. Journal: Create a character based on the song lyrics your group had. Describe your character’s physical and personality traits. What is the objective of your character? What is their motivation? Write a short story from the first person perspective about their journey West.   *Assessment:*  *Students will be assessed informally using criteria chart, and assessed on response to journal prompt.* |