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| **Grade** | **Content Areas Being Integrated**  |
| **6th String Class** | Music, English |

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|  | **Arts Discipline** | **Other Content Area** |
| **Standards****Addressed in the Integrated Lesson/Activity** | Visual & Performing Arts: Music 1.2 Students will be able to read, write, and perform rhythmic and melodic notation. | English 6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| **Student Objectives in Each Discipline** | Students will be able to read music by identifying the notes on the staff.  | Students will listen and read about the effects of the Great Depression with the key terms bolded within the text. Using the provided “story” and a general overview of the Great Depression, students will then be asked to define the key vocabulary terms as they appear within the “story” and apply those terms in their everyday life.  |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***Students will be able to read the musical notes on the staff. Students will write a paragraph on Great Depression using these musical notes.  |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?*** What have I learned about Great Depression? |

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| **Materials/Resources** |
| Musical Staff, Handout on a story of the Great Depression |

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| **Lesson/Activity Description** |
| Review vocabularies by playing a game with musical notations.* Form groups of 2-3 students to play a game. There are 7 musical letters (A, B, C, D, E, F, G) on a staff (review on the board). With these letters from a musical staff, you can form a word like “DAD” (show an example). There are 8 questions on the board, and each question has musical notes on a treble clef. Name the note with the letters and form a word.
* EDGE, BAD, FEED, BEGGED, FACED, DEAD, FADED, AGE (Provide pictures of the words on the board).

Students will read a story on the Great Depression and circle each of the eight words as they come.* Read the paragraph with the students as they circle each of the eight words.
* As a class, students are to define the key words (EDGE, BAD, FEED, BEGGED, FACED, DEAD, FADED, AGE) in their own words.
* In assigned groups students are to pull out a word from an envelope and write the given word in a sentence.
* Have students share the sentences they have written.
* The students will connect the meanings of the words back into the story of the Great Depression.
* Example) In the 1920’s, America was on the **EDGE** of a very **BAD** situation. The Great Depression came in 1929. Most people lost their jobs and so they could not buy any food to eat. Parents could not **FEED** their children and so they **BEGGED** for what they needed. People lost everything they had and some even **FACED** being **DEAD**. The Great Depression finally **FADED** away when Franklin Delano Roosevelt became president- the **AGE** of poverty was over.
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