

LBSO Music and Language Arts Integration Activities

“Heroes”

Included you will find several activities exploring the theme of heroes in literature and in music. Pick and choose some or all depending on the time you have and the needs and abilities of your class.

Musical Selections:

- *Symphony No. 5 in C minor, Op. 67* by Ludwig van Beethoven (1804 – 1808)
- *Fanfare for the Common Man* by Aaron Copland (1942)
- *American Salute* by Morton Gould (1943)
- *The Stars and Stripes Forever* by John Phillip Sousa (1897)
- *Superman the Movie: Superman March* by John Williams (1978)
- *Harry's Wondrous World* by John Williams (2001)

Musical selections can be played in the background during any of the activities to set the mood.

Part 1: Describe a Hero (ELA)

Materials

- Thinking Maps
 - Students will be using a Circle Map, Bubble Map, Tree Map and Double Bubble Map.
 - You can have students create their own maps, or use the samples included in this lesson.
- Traits Handouts

Activity #1 (Time: Approximately 10-15 minutes)

- Students prepare a circle map labeled with “Heroes.”
- Give students a few minutes to think about the term “heroes”
- Students fill in thoughts about heroes. At this point anything can be added. Students should not filter their ideas.
- After 2 or 3 minutes, give students a chance to talk to neighbors to discuss ideas. This can be done as a table, pair/share, inside circle/outside circle, parallel lines, etc.
 - As students share they can add to their circle map.
 - While students share teacher mingles and notes some frequent responses.
- As a class share some of the ideas from the maps.
 - Teacher could lead by saying, “Some ideas I saw were...”
 - Students could volunteer to share or teacher can choose students to share.
 - Teacher could create a large circle map on poster or butcher paper, students add one of their ideas by writing on the map or by using a sticky note.
- With a small group or partners, ask students to try to define “hero” using information from the circle maps.
 - This is just a first attempt at a definition. An agreed upon class definition will be developed in the course of the activities.
 - Ask students to write down their idea in the frame of the circle map.

Activity #2 (Time: Approximately 15-20 minutes)

Before this session, it might be a good idea to look over the student's circle maps from the first session. Look for character/personality traits that students may have on their maps. These can be used for examples and to direct the conversation.

OPTION 1

- Have students review the circle maps from the first session.
- Ask students to find the items on the maps that describe the personality of a hero.
 - Students can highlight, circle, or somehow mark the personality traits.
 - You might want to suggest one or two traits that you found on student's maps, or give an example or two.
- Explain that in today's activity they are going to think only about the character traits of a hero. A bubble map is an appropriate thinking map to organize our thoughts about traits.
- Distribute bubble maps, or have students create a bubble map. The map should be labeled, "Traits of a Hero."
 - Note that there are 2 different maps. One simply has spaces for attributes; the other has a space to add evidence supporting each trait.
 - Choose the map that best fits the ability of your students.
- Explain that their goal today is to find 4 words that describe the personality of a hero. Before they choose their 4 words students will think, discuss, work together, and then decide.
 - Give students a few minutes on their own to think of some character/personality traits.

- Students should add these traits to their CIRCLE map. They should mark them in the same way as they marked any previous words.
- Next have students share and discuss the traits on their maps.
 - At this time you might want to distribute the lists of attributes – especially if students are struggling to come up with traits.
 - There are several ways these can be used:
 - Students can discuss the words and then choose some to add to their map.
 - They can go through the map crossing off ones that don't match and highlighting the ones that do describe a hero
 - Students can cut out the words and glue or tape the ones that describe a hero to their map.
- Ask students to choose 4 words they feel best describe a hero, or poll the class for top words and choose the same 4 words. Students fill in the words on the map.
 - If you are using the map that requires evidence, you can have students add evidence:
 - in the same session (which will significantly add more time)
 - for homework
 - in a later session

OPTION 2

- Explain that in today's activity they are going to think only about the character traits of a hero. A bubble map is an appropriate thinking map to

organize our thoughts about traits. Before we begin the map we need to think about traits of heroes.

- Distribute the list of traits. Discuss (small group or whole group) the traits that best describe a hero.
 - Students highlight or mark the best choices and cross out inappropriate choices.
- Have students choose the 4 best adjectives, or as a class come to consensus on the best choices.
- Distribute the bubble map, or have students create a bubble map.
- Place the 4 choices in the bubble map.

Activity #3 (Time: Approximately 15-20 minutes)

In this activity students will use a tree map to describe a hero and then write a definition for hero using the information from the map.

1. Distribute copies of the tree map, or have students create one with the categories from the example. Alternatively, as a class you can choose your own categories.
2. If you did the circle map in Activity #1, return the maps to students.
3. Have students work together in small groups, or work as a class, to fill in information for the categories. If students have the circle map, have them first sort the information from it into the categories on the tree map, then they can add to the categories.
4. Once students have at least some information in all of the categories, ask students to use pieces from each to create a definition for “hero.”
 - Each student should start by marking important information in each category on his/her own paper. Students should discuss information and work together to create a definition.
 - Craft a definition using 2 or 3 sentences that combine information.
 - See the example tree map.
5. Students can share definitions by writing them out and posting them in the room, doing a gallery walk, or by orally sharing.

Part 2: Connect to the Music

After completing one or more of the activities from Part 1, it's time to connect the theme of heroism to music.

MATERIALS

- Access to music selections
- "Listening Notes" handout (optional)
- Pictures of heroes (optional)
- List of character traits from Part 1 (optional)

PROCEDURES

(Time: Approximately 15-20 minutes depending on length of selection)

1. Explain to students that today they will be listening to understand how composers create the theme of hero.

composers create the theme of hero.
2. Ask students to look again at the thinking maps they created in Part 1.

Explain how when writing a story about a hero, authors can draw on character traits and other details to create a believable heroic character. Composers do the same thing when creating a piece of heroic music.
3. Prepare students to listen to one of the music selections.
 - Ask students to think about the traits on their bubble map. When they listen, they should be noticing if there are places in the musical selection that could be described using the same adjective. For example, are there times when the music sounds **strong**? Or **brave**?
 - Explain that while they listen they should think about ways in which the music sounds heroic. What is happening in the music that gives it that quality?

○ **Listening Notes**

- One option for the listening activity is for students to use the “Listening Notes” handout.
- Listen to one selection together and model making notes and thinking out loud, while students take notes on their own papers.
- For the section on “rhythm” any method students use to draw out the rhythm is fine. You might want to suggest using X’s or other shapes/letters to show beats with emphasis such as ...

Xxx Xxx Xxxx

4. Listen to one of the selections (students take notes if you are using the handout).
5. After listening poll students to find out if they thought the selection sounded heroic.
6. Discuss how the elements in the music (melody, rhythm, dynamics, tempo, etc.) contributed to the heroic mood.
 - a. Were there parts (or all of the selection) that could be described using some of the same adjectives that they used on the bubble map or tree map?
7. At the end of the session ask students to create a statement about the similarities in the written descriptions of heroes from their work in part 1 to what they heard in the music in part 2. This can be done individually (perhaps written on their listening notes, on sticky notes, on a Google Classroom or School Loop discussion) in groups, or as a whole class with the teacher or student secretary writing out the statement.

Integration Extensions (Optional)

Activity #1

1. Give students a picture of a hero.

- Options
 - All students get the same picture
 - Groups or all students get different pictures
 - Students choose a picture
 - The pictures could be story characters, superheroes, everyday heroes or a combination.

2. Students create a bubble map describing the character.

- The character trait list from part 1 can assist students who need support with this step.

3. Students choose a musical selection that represents the character and could also be described using 1 or more of the adjectives from the bubble map.

- The selection could be one from the list for this lesson or you may allow students to choose their own selection.
- Requiring listening notes is one option for this step.

4. Students write a statement or orally present a statement that explains why the musical selection is appropriate for the hero they were given.

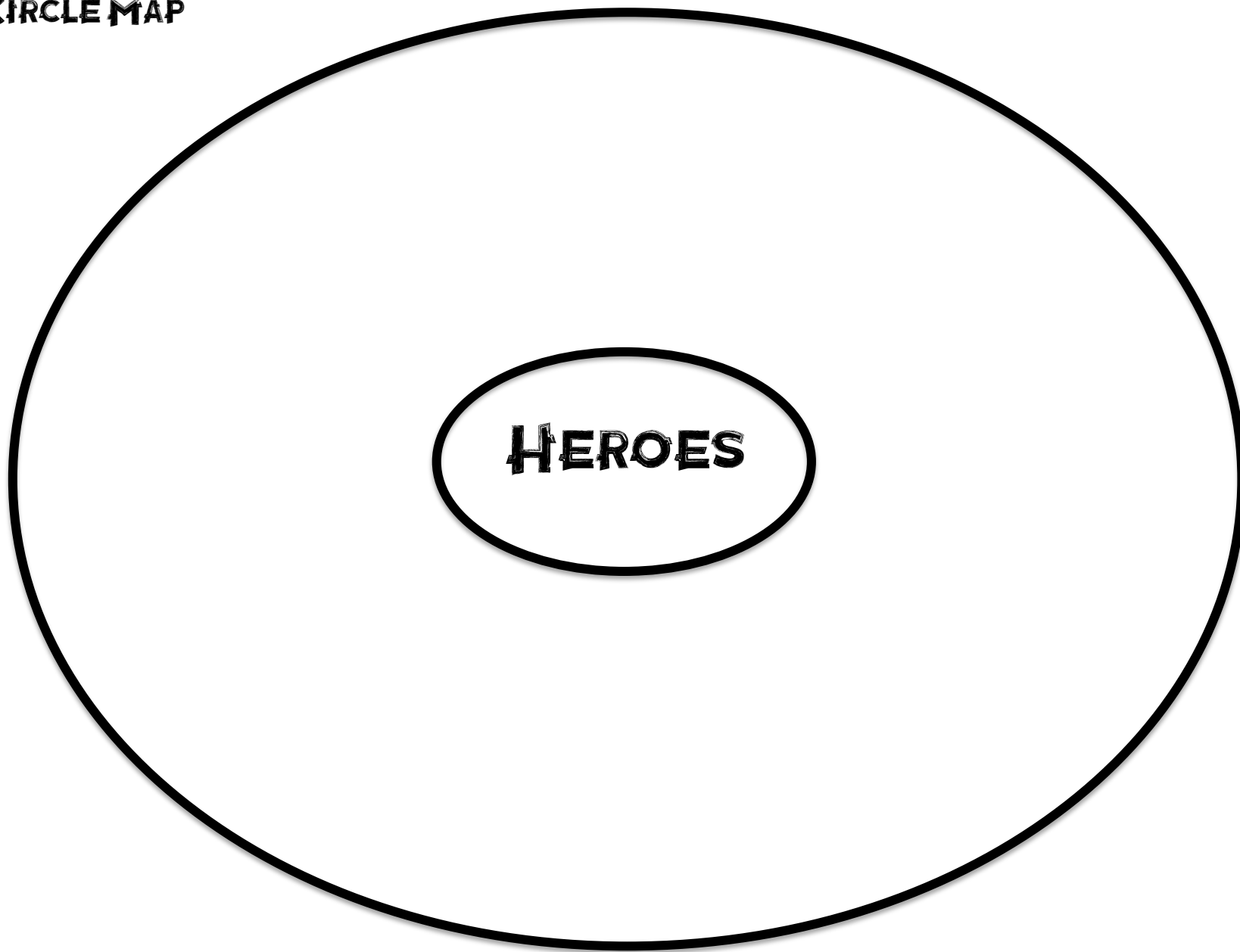
Activity #2 – “My Heroic Playlist”

Suggestion – This could be a homework or extra credit project

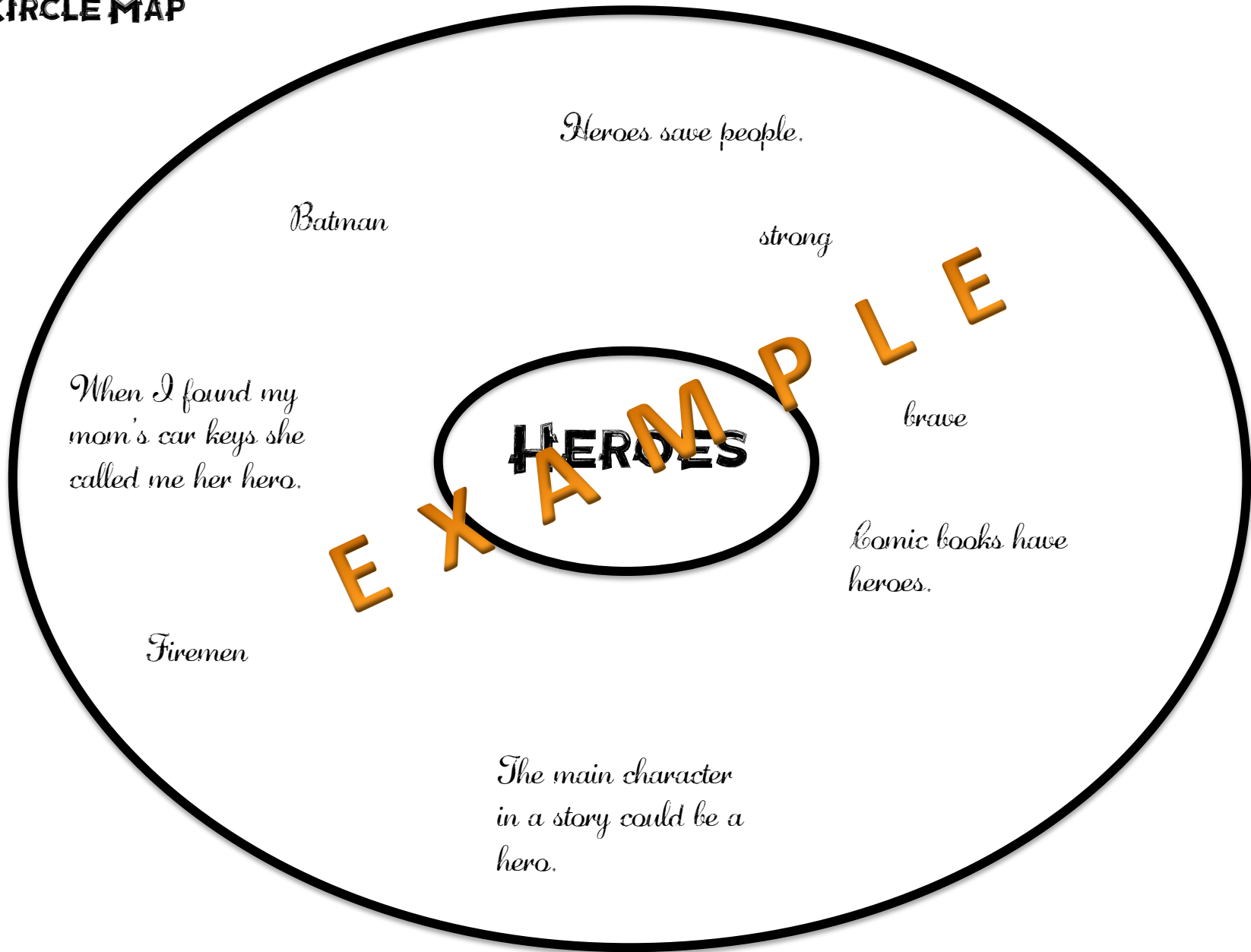
1. Students create a double bubble map comparing themselves to heroes.

2. Students create a playlist (you can set the length of the list) of songs that emphasize their heroic qualities. Students should rely on the music in the song rather than the lyrics to support the qualities.
3. (Optional) Students use listening notes handout to show how one of the songs on their playlist reveals heroic qualities.
4. Students share or present their double bubble maps and explain how their song is a match for their heroic qualities.

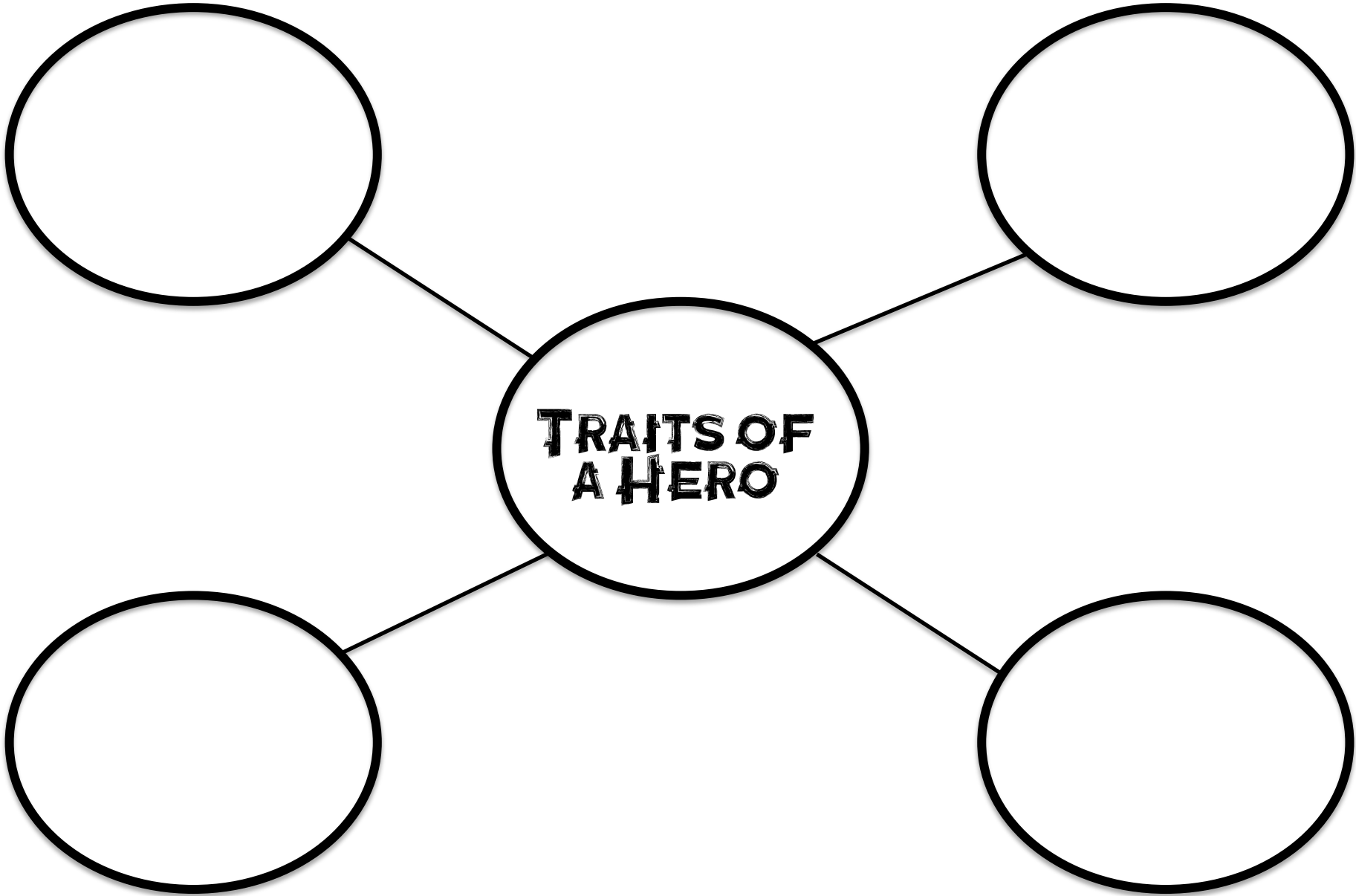
CIRCLE MAP



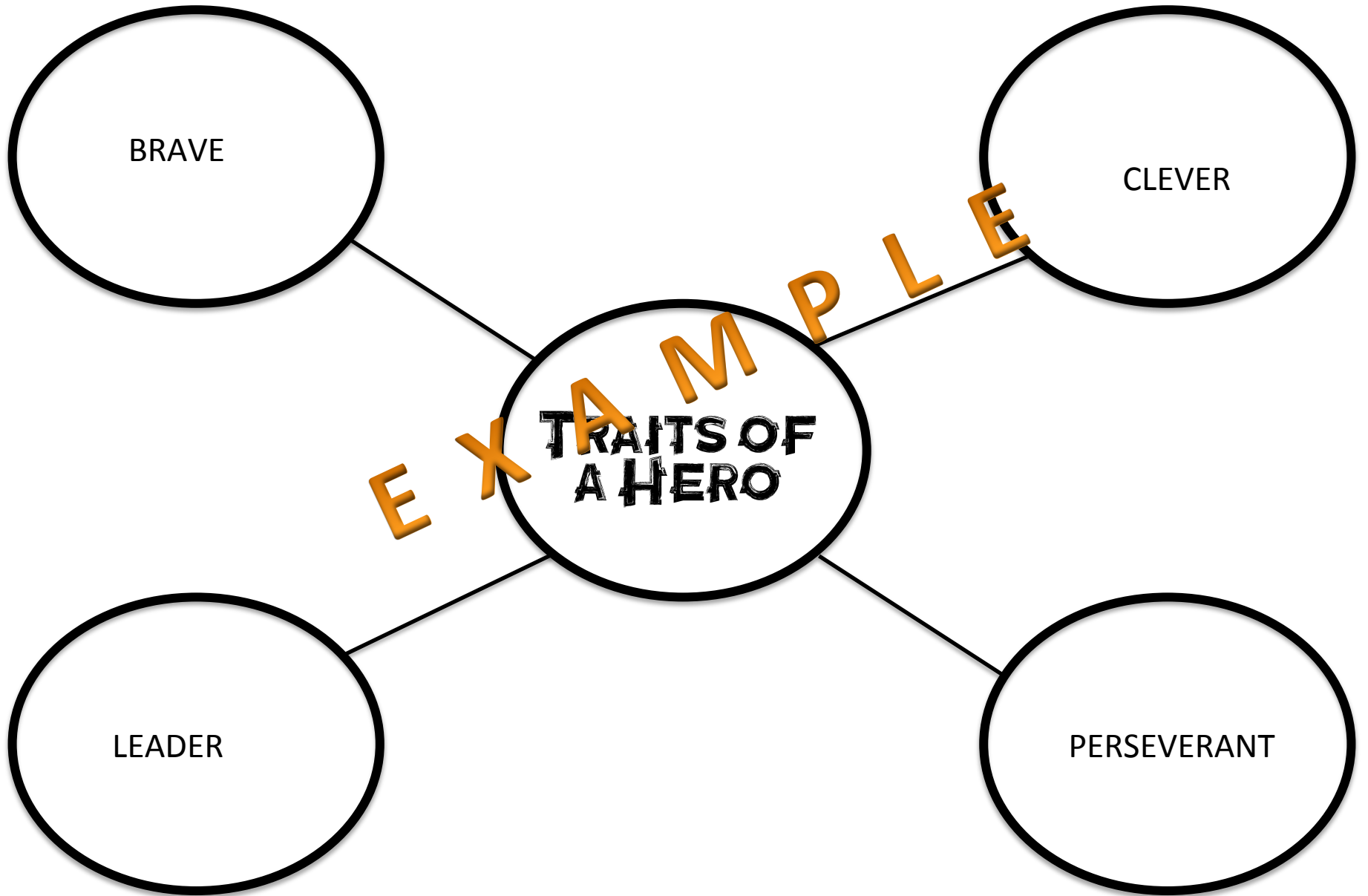
CIRCLE MAP



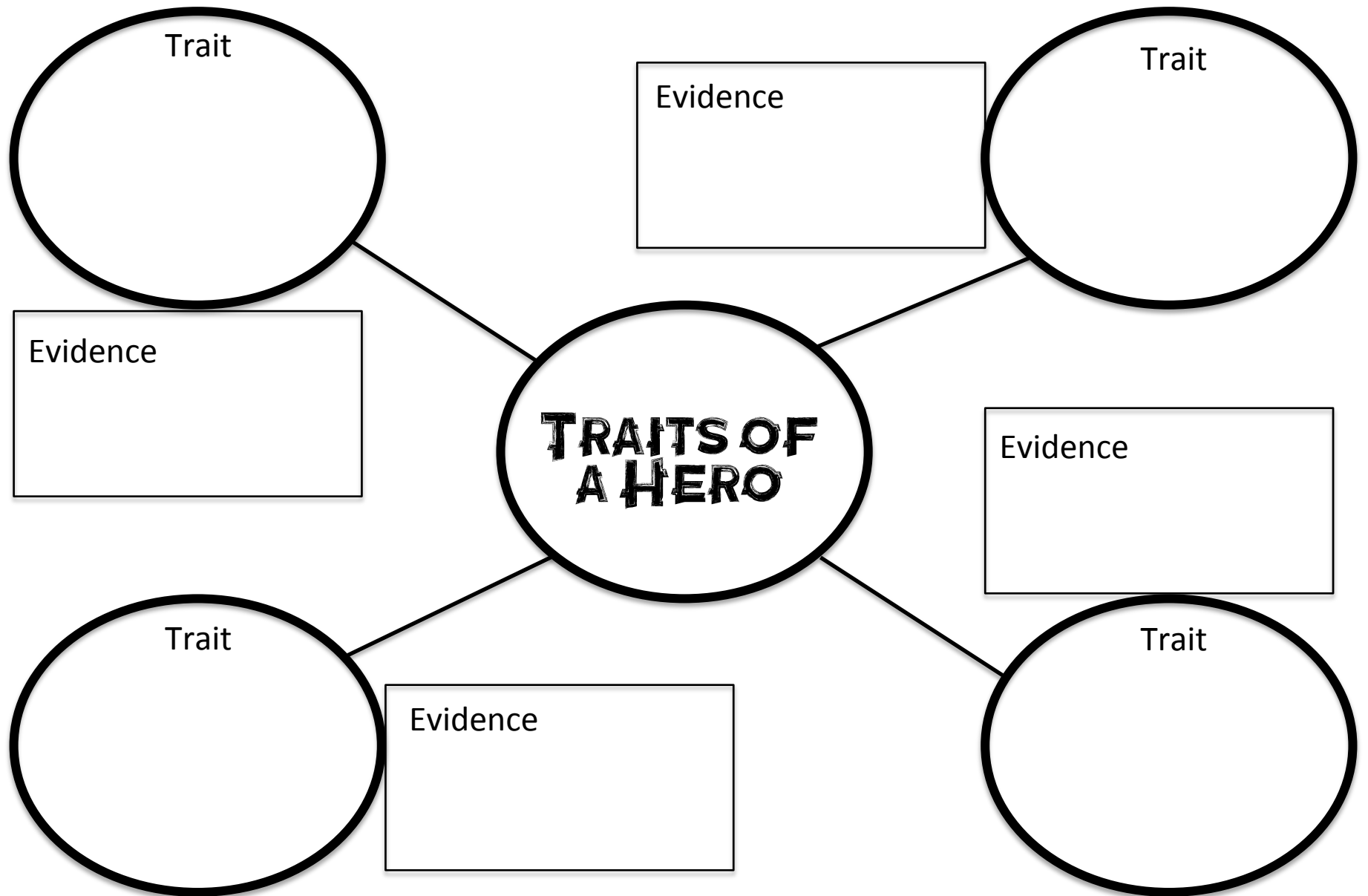
BUBBLE MAP



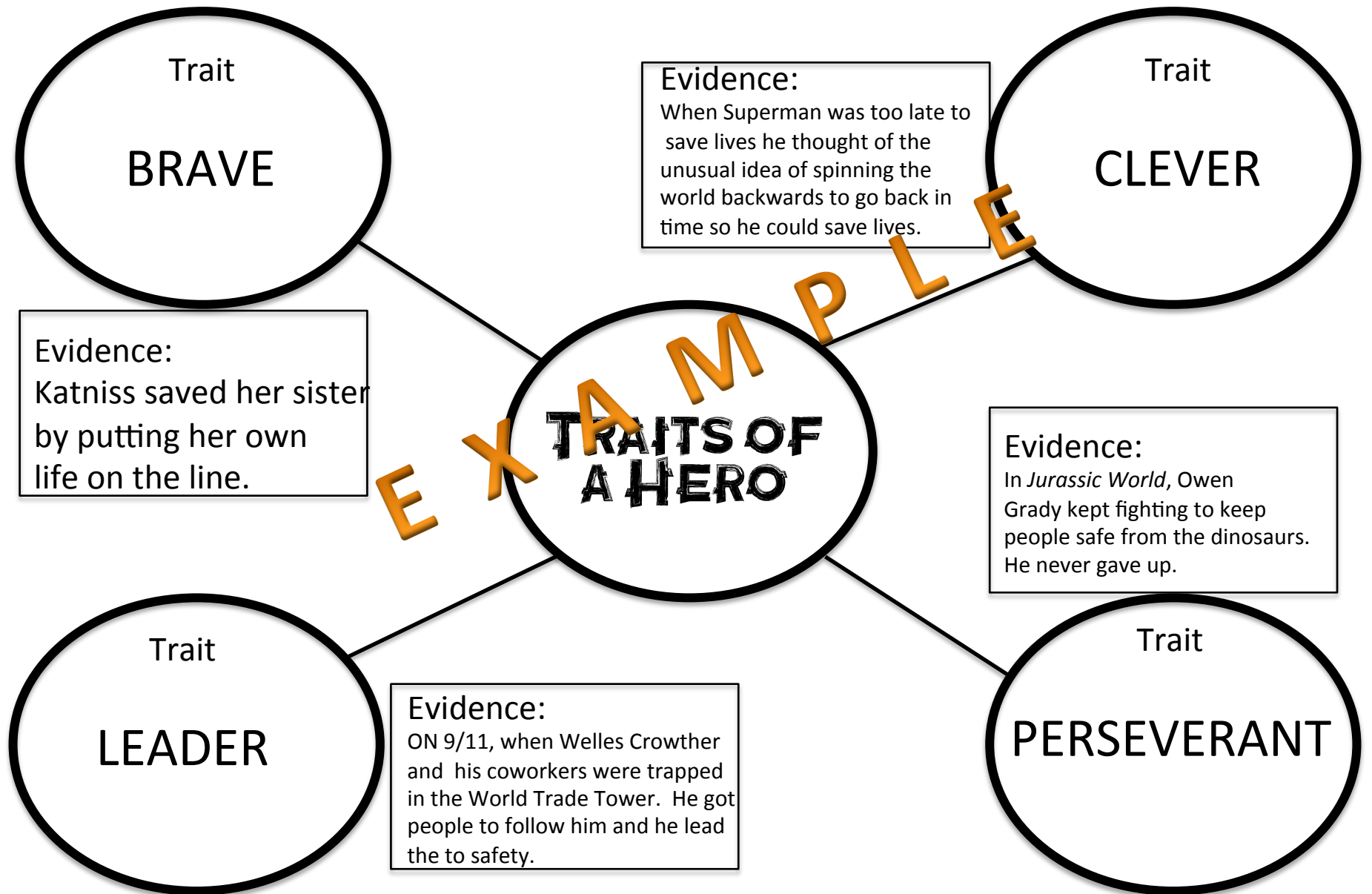
BUBBLE MAP



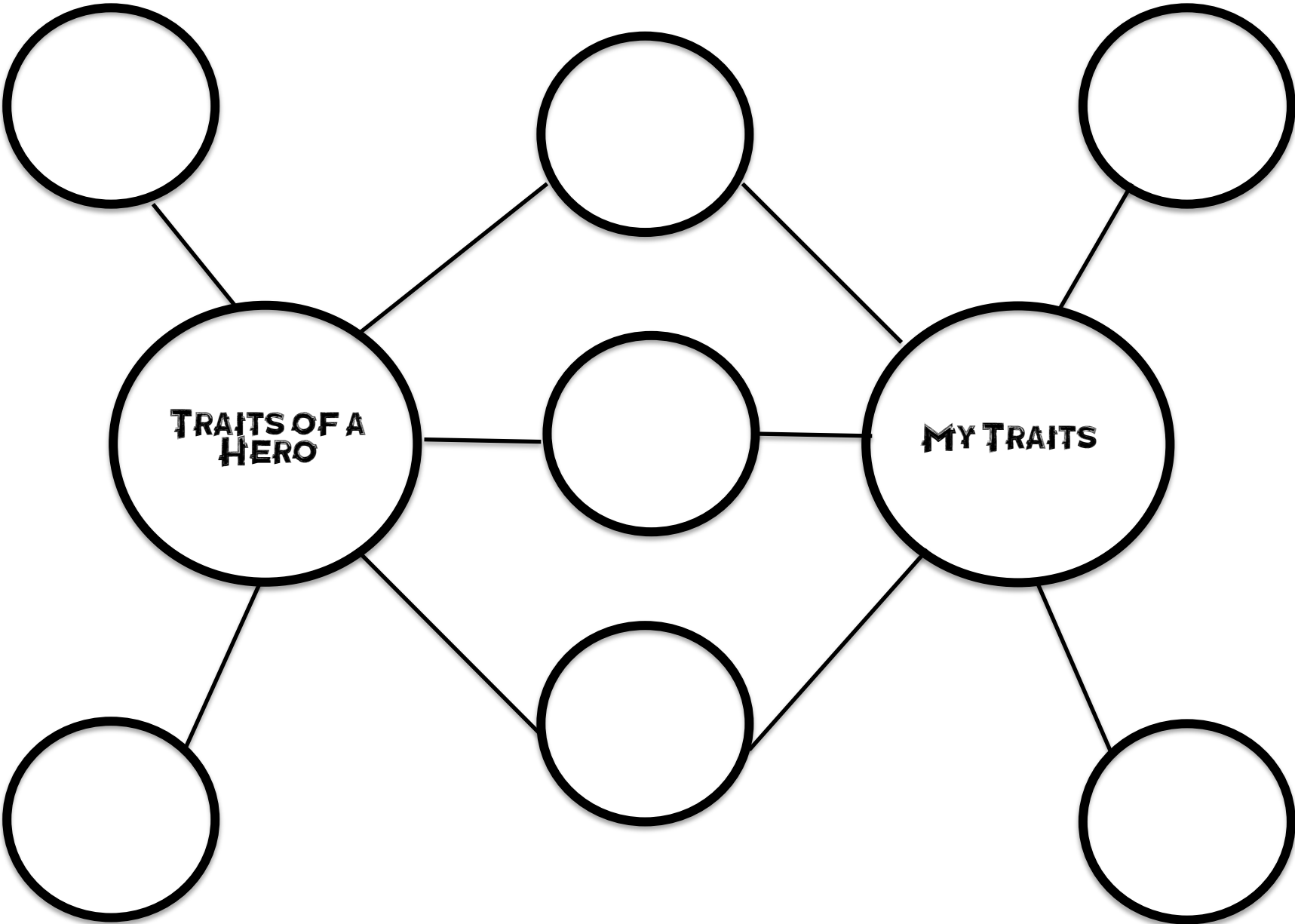
BUBBLE MAP



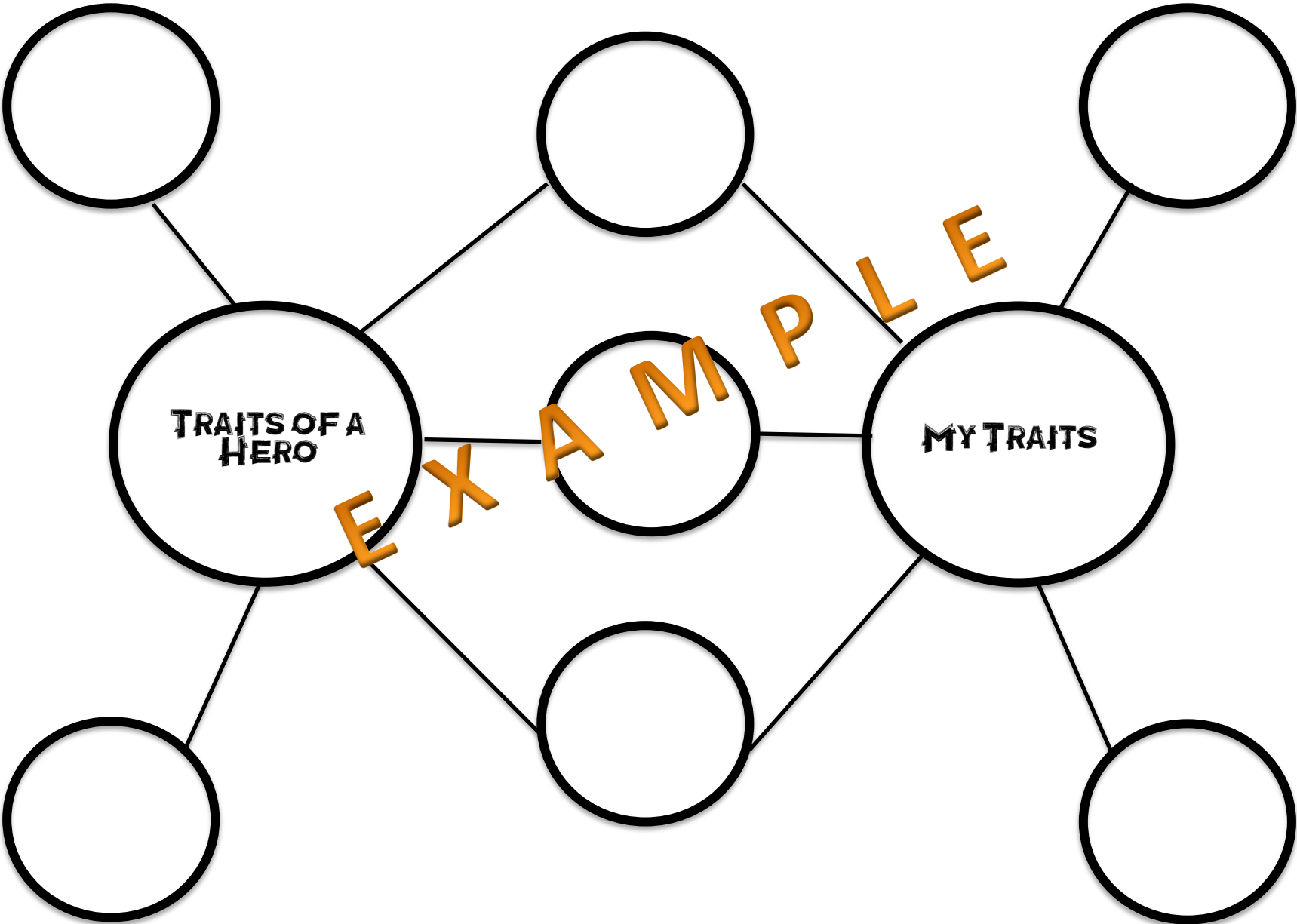
BUBBLE MAP



BUBBLE MAP



BUBBLE MAP



TREE MAP

HERO

APPEARANCE

ACTIONS

PERSONALITY

**EXAMPLES
FROM REAL LIFE**

**EXAMPLES
FROM MOVIES/
TV/TEXT**

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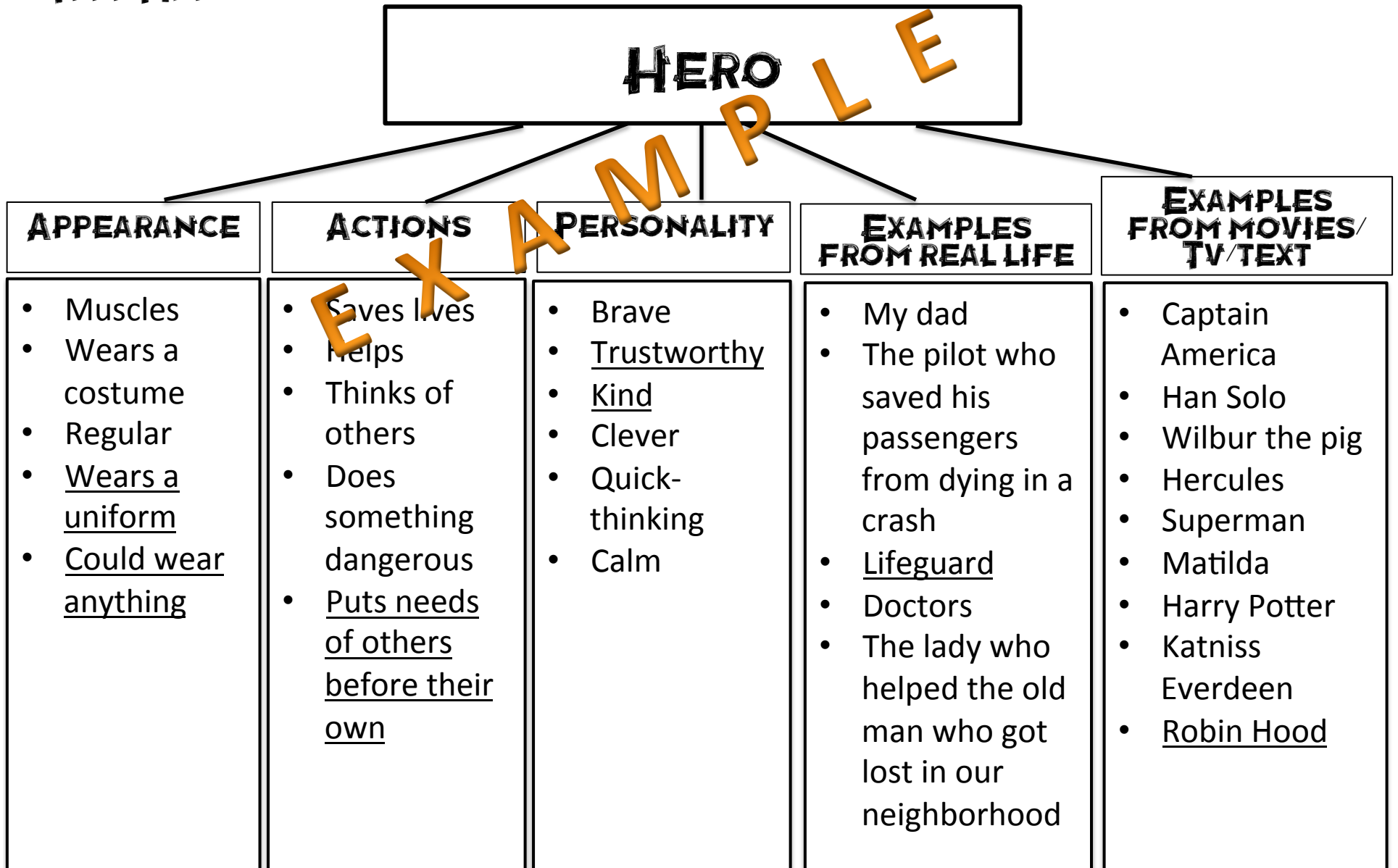
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TREE MAP



Our group's definition of hero.

A hero is a kind and trustworthy person who puts the needs of others before their own. They could wear a uniform like a lifeguard or Superman, or could wear anything, like my dad or Katniss Everdeen.

Sort These Traits!
Which ones describe a hero?

alert

adventurous

brave

calm

caring

clever

daring

dramatic

fair

educated

friendly

generous

gentle

helpful

honest

intelligent

kind

loyal

neat

original

patient

peaceful

popular

responsible

scholarly

skillful

strong

sweet

tidy

tough