

American Brass Movement

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Grade Level: 8th

Subject: Social Studies/Music

Standards:

IL.1 GOAL: Read with understanding and fluency.

IL.1.B STANDARD: Apply reading strategies to improve understanding and fluency.

IL.1.C.2a P: TCT designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.

IRA.1.4 illustrate that literacy can be a means for transmitting moral and cultural values

IRA.2.13 illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders)

Resources

[Library of Congress the American Brass Movement](#)

Overview and Rationale: This lesson will help teach the students more about the how brass bands came about, how they were used in the Civil War and what groups of people influenced the movement.

Objectives:

Students will be able to retell information about the brass movement.

Students will learn the important information pertaining to the brass movement.

Materials:

Computers with internet access.

Paper and pencils

Procedure:

1. Students will be broken up into seven groups by the teacher, assigning each student a number one through seven.
2. Once groups have been assigned a topic will be given to each group. (1.Topics are Brass Bands in the 1850s, 2. English Influence, 3.German, Irish, and Italian

- Influences, 4. Band Instruments, 5. Band Music, 6. The Civil War Bands, 7. Post-Civil War Bands)
3. Each group will read their assigned topic from the Library of Congress webpage while taking notes on their paper.
 4. When finished reading each group will answer the following questions. (How would you evaluate this article? Did you like or dislike it? Was there anything that surprised you about the article?)
 5. Each group will discuss these questions and begin to form a presentation on their topic to be presented to the class. (Basic overview on what their article was about)
 6. Each group will take turns presenting a brief overview of their topic. They will also present their discussion questions answered earlier to the class. Presentations will last a minimum of five minutes.
 7. When students are presenting to the class the rest of the class will be taking notes on the topics.
 8. At the end of each presentation, students are welcome to ask general questions about the topic.
 9. Following the presentations the teacher will play brass music that came from that era as well as a reenactment scene that showcases similar music that would have been played during the war. 1) [Brass Bands of the Civil War](#) 2) [Confederate Infantry on the March](#)

Assessment:

Students will be assessed on their cooperation between the group members, presentation length, and if they understand the content. Each student will turn in a group member evaluation.