**Hadley Murray, Kristina Peters, and Courtney Collins**

**Grade Level**: 6th

**Standards**:

[CCSS.ELA-LITERACY.SL.6.1.C](http://www.corestandards.org/ELA-Literacy/SL/6/1/c/)

 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

  CCSS.ELA-Literacy.SL.6.2

 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Objectives**:

* Students will be able to critically listen to and interpret the meaning of a patriotic song.
* Students will be able to collaborate with a partner to create an original patriotic song.

**Procedure**:

1. The teacher will lead a discussion on what it means to listen critically.
2. The teacher will play the song “*Yankee Doodle*” off the Library of Congress website and ask students to listen critically.
3. The teacher will ask discussion questions:
	1. Describe what you hear. Do you like what you hear? Could you dance to it?
	2. Do you know the song or recognize any instruments?
	3. What was the purpose of this recording?
	4. What is the theme of this song?
	5. Who would be interested in hearing this?
	6. What was happening at the time it was recorded?
	7. What can you learn from listening to this recording?
4. Students will pair up.
5. Students will collaborate with their partner and create an original song that has the theme of patriotism.
6. Each pair of students will present their song to the class (can sing or just read).
7. The teacher will grade the presentation using a rubric.

**Adaptations**:

 Students may use a printed piece of paper with the lyrics of the song as they listen to the sound recording.

**Assessment**:

 The students will be creating their own patriotic song using the information and skills that they learned during the discussion. Students will then be required to at least read their song to the class so we can hear what they wrote. The students will be working in pairs for this assessment. They will be graded using the rubric that is attached.

|  |  |  |  |
| --- | --- | --- | --- |
|     | **Does Not Meet Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Content** |  There is no clear theme of patriotism and/or the song doesn’t make sense.  |  There is a theme of patriotism and the song makes sense.  |  The song is exemplary.  |
| **Participation** |  Student did not participate in discussions or in creating the patriotic song.  |  The student participated in discussions and in creating the patriotic song.  |  The student had excellent participation in discussions, as well as with the patriotic song.  |

 **Reflection**

**Resources**:

 Gaskin, G. (n.d.). Yankee doodle. Retrieved March 31, 2016, from

<https://www.loc.gov/item/ihas.100000090/>

 Primary Source Analysis Tool. (n.d.). Retrieved March 31, 2016, from

<http://www.loc.gov/teachers/primary-source-analysis-tool/>