

PRIMARY ELEMENTARY

GRADES K-2



NATIONAL CORE ARTS STANDARDS: Music

Grade 2 (similar standards for grades K-1 can be found at www.nationalartsstandards.org)

▶ **Anchor Standard 1: Creating: Generate and conceptualize artistic ideas and work.**

MU: Cr.1.1.2 Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

▶ **Anchor Standard 7: Responding: Perceive and analyze artistic work.**

MU: Re.7.2.2 Describe how specific music concepts are used to support a specific purpose in music.

▶ **Anchor Standard 11: Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

MU: Cn.11.0.2 Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.

COMMON CORE STATE STANDARDS: English/Language Arts

Grade 1 (similar standards for Grades K & 2 can be found at corestandards.org/ELA-Literacy)

Key Ideas and Details:

▶ **CCSS.ELA-LITERACY.RL.1.1**

Ask and answer questions about key details in a text.

Craft and Structure:

▶ **CCSS.ELA-LITERACY.RL.1.4**

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas:

▶ **CCSS.ELA-LITERACY.RL.1.7**

Use illustrations and details in a story to describe its characters, setting, or events

UNDERSTANDING THE MUSIC AND ART OF THE 369TH INFANTRY WORLD WAR I

PURPOSE:

The purpose of this unit of study is to engage young learners in exploring the music of different periods in order to understand the important contributions of Lt. James Reese Europe and the band of the 369th Regiment in World War I to the cultural and musical landscape of the United States and Europe. We focus on music of various American war times to help students understand the significant relationship

between the music of wartime and the historical context. Early learners will note similarities and differences in the instruments used during different times of war and the different styles of music when analyzing musical elements such as tempo and dynamics.

When guiding young students' understanding of now and long ago, exploring the music of this time period is of great significance since access to music was so limited by the technology of the time. Whereas students now have access to all kinds of music at any time, access to different types of music was very limited in the time of World War I; radio broadcasting was extremely limited until after the Great War. Access to music was therefore limited to those who owned a phonograph or in live performance situations.

Further, it is important for even the youngest of students to understand the significance of the social and cultural influence the African American 369th Regiment has had. As Jim Crow laws kept African Americans from enjoying the rights of free, equal citizens in the United States, Lt. James Reese Europe and the men of the 369th sought to make their contribution to global freedom in hopes of changing the conditions in the United States and be seen and treated as the equal citizens they were. The 369th homecoming parade down 5th Avenue in New York City in 1919 is viewed by many as the beginning of what became one of the most influential artistic, cultural, social, and political awakenings in the history of the United States – the Harlem Renaissance.

Using the arts, specifically visual art and music, as central for students to access the information can allow them to interpret, question, and take ownership of their learning. Further engaging students in the creative process themselves will give students even greater ownership, leading to longer retention and deeper understanding.

OBJECTIVES:

Students will be able to:

- ▶ Compare and contrast military music of different time periods;
- ▶ Identify musical instruments;
- ▶ Distinguish between now and long ago;
- ▶ Create a musical composition or visual artwork to express thoughts and feelings.

Students will appreciate:

- ▶ The significance and contributions of the men of the 369th Regiment in World War I.



SUGGESTED LESSON SEQUENCE: ACTIVATING PRIOR KNOWLEDGE

▶ Listening 1:

- ▼ Engage students in listening to military music from long ago and now. Play a short instrumental piece from the American Revolutionary War such as Yankee Doodle (https://archive.org/details/MusicOfTheRevolutionaryWar/Yankee_Doodle.mp3). Ask students: What did you hear? What instruments do you think were being played? Do you think this music is from today or long ago? What makes you say that?
- ▼ Engage students in listening to the piece a second time, this time asking students to use their imagination to visualize the music (you may want to have students close their eyes). Ask students to describe what they visualized to a partner, then have volunteers share with the rest of the class.
- ▼ Share the title of the song and explain that this was a song written and played during the American Revolutionary War long, long ago in a time long before their grandparents were alive. The instruments most often used in wartime at this time were the fife and drum. [If using Yankee Doodle, you can further explain that this song was originally sung by the British to make fun of American soldiers, but after the American Revolutionaries started to win against the powerful British army, they took the song to be their own.]
([image: https://upload.wikimedia.org/wikipedia/commons/7/7b/Sprit_of_%2776.2.jpeg](https://upload.wikimedia.org/wikipedia/commons/7/7b/Sprit_of_%2776.2.jpeg))

▶ Listening 2:

- ▼ Engage students in listening to a composition of James Reese Europe and the 369th U.S. Infantry Band such as Castle House Rag. (<http://www.loc.gov/jukebox/recordings/detail/id/3728>) Ask students: What did you hear? What instruments do you think were being played? Do you think this music is from by today or long ago? What makes you say that?
- ▼ Engage students in listening a second time, this time asking students to use their imagination and visualize the music. Ask students to describe what they visualized.
- ▼ Share the title of the song and explain that it was written long ago during World War I, also before their grandparents were alive, but not as long ago as the American Revolutionary War. This style of music was called ragtime which was the start of the type of music called jazz. Ask students to share anything they know about jazz.

▶ Read Aloud

- ▼ Ask students if they have ever seen a marching band. When? Where?
- ▼ Read aloud a picture book that can support understanding of a marching band such as *Max Found Two Sticks* by Brian Pinkney (Simon & Schuster, New York, NY, 1994). Ask students: Do you think this story takes place today or long ago? What makes you say that?



LT. JAMES REESE EUROPE AND THE 369TH INFANTRY BAND

▶ Review/Recall

- ▼ Ask students to share what they remember about the music of the Revolutionary War and World War I.

▶ Looking at Images:

- ▼ Display an image of Lt. James Reese Europe and the 369th Infantry Band. (See *The Harlem Hellfighters: When Pride Met Courage* by Walter Dean Myers and Bill Miles, pages 85, 130-131.)

[Links to images in public <https://commons.wikimedia.org/w/index.>]

- ▼ Ask, What do you see? What does that make you think of? What do you wonder? (Consider using Harvard Project Zero's Artful Thinking Routines to engage students in conversation about the images.) Do you think this picture is from today or long ago? What makes you say that?
- ▼ Explain that these are images of Lt. James Reese Europe and the 369th Infantry Band from World War I. They were a part of an African American regiment that fought against Germany in Europe during World War I in the early 1900's. This was important because at that time African Americans did not have the same rights as other Americans in the United States. Some people thought that they shouldn't be allowed to fight next to white Americans in the war.
- ▼ Share that along with bandleader James Reese Europe, another great artist was part of the 369th Regiment. Painter Horace Pippin created many famous paintings in the early 1900's including some of the 369th's experience fighting in Europe. Display a work by Horace Pippin such as *Soldiers with Gas Masks in Trench* or *Outpost Raid: Champagne Sector*. Ask: What do you see? What does that make you think of? What do you wonder? How does it make you feel?
- ▼ Explain that Horace Pippin drew and painted what he saw while fighting in France during World War I. Remind students that the African American soldiers fighting in the 369th Infantry did not have the same rights as other Americans.

CREATING

- ▶ Invite students to create a piece of artwork or music to express their thoughts and feelings about what they have learned.

- ▼ **Visual Art:** Have students close their eyes and visualize what they want people to know and feel about James Reese Europe and the 369th Regiment. What types of lines do you see? Straight? Curvy? Sharp? Smooth? What colors do you see? What shapes do you see?
Invite students to draw or paint what they have visualized, whether it is lines and shapes or an image of a real place or person. When finished, have students create a title for their work that tells something about what feel and/or have learned.

- ▼ **Music:** Have students close their eyes and imagine sounds that will help tell people what they know and feel about James Reese Europe and the 369th Regiment. What sounds do you hear? Are they fast? Slow? Loud? Soft? High? Low? Are there instruments that make those sounds?
Invite students to use classroom or homemade instruments to create a short composition of what they have imagined. Allow time for them to revise and practice. When finished, have students create a title for their composition that tells something about what they feel and/or have learned.

EXTENSIONS

- ▶ Throughout these activities, new vocabulary can be added to a word wall and student responses can be charted for literacy support. There are also writing opportunities as students can write descriptions of their artwork or musical compositions, or create stories to accompany their creations.

- ▶ Students can learn more about the instruments of the orchestra and the instruments used in the 369th Infantry Band. Books about instruments of the orchestra include *Meet the Orchestra* by Ann Hayes and Karmen Thompson, *Zin! Zin! Zin! A Violin* by Lloyd Moss, and *The Composer is Dead* by Lemony Snicket. The CD, *James Reese Europe and the 369th U.S. Infantry "Hell Fighters" Band* also contains information about the instruments in the original band.

- ▶ Students can learn more about jazz. Some books to introduce young ones to jazz include *Jazz Baby* by Lisa Wheeler, *Cool Daddy Rat*, by Kristin Crow, *This Jazz Man* by Karen Ehrhardt, and *Charlie Parker Played Be-Bop* by Chris Raschka. For a deeper history of jazz and its origins, consider *I see the rhythm* by Toyomi Igus.

- ▶ The following texts will give more information about the 369th Regiment and have some images that will be appropriate for this age level; *Harlem Hellfighters* by J. Patrick Lewis & Gary Kelley, *Harlem Hellfighters: African-American Heroes of World War I* by John Micklos, Jr., and *The Harlem Hellfighters: When Pride Met Courage* by Walter Dean Myers and Bill Miles.