



Recommended for GRADES 3-5 (you may modify for other ages)

Do, Re Mi – Curriculum Guide (Item 1 of 3)

Adapted from the book: *Her Story: A Timeline of the Women Who Changed America* by Charlotte S. Waisman and Jill S. Tietjen, New York: HarperCollins, 2008.

Dear Educator,

We are pleased that you are receiving this slide presentation (See Item 2 of 3) to use in your classes. This document provides comments, directions, and options for your use in preparing curricula for your class. In a separate document are flash cards featuring the accomplishments of 20 women (See Item 3 of 3). Ten of the 20 women from the flash cards are in the slide presentation and you can feel free to add more, should you have more time in your class. We present a whole set of flash cards which can be used to enhance the participation of your students; use as many or as few as suits your needs.

We welcome you to read our book and to connect with us. (See www.herstoryatimeline.com) To develop these teaching materials, we have chosen to follow one theme from our book. For classroom and curriculum use, there are many other ways to use the information in the book by concentrating on different thematic issues. For example, one can follow the important women in politics and public service. Another thread is to follow the women who played a significant role in major social movements. You will come to know the book as a whole; it contains brief profiles of over 850 key and influential women in the history of the United States, in a timeline format that also clarifies important moments in our country's history. The overwhelming majority of the women who are identified are excellent role models for both girls and boys.

The focus for this particular curriculum is on a series of slides that accompany this document. They highlight some of the women who made noteworthy contributions in music. We have chosen to name this module *Do, Re, Mi*.

This teaching module is meant to identify a number of different types of contributions made by women to the field of music as composers, conductors, musicians, and singers. Any of these topics could be expanded in further detail in a series of lessons that you create to aid in that exploration.



Use our ideas “as is” or incorporate changes that are appropriate for your learning environment. Most of all, enjoy reading and teaching about these exemplary women “on whose shoulders we all stand.”

Curricular Standards

This curriculum has been developed to conform to the Texas Essential Knowledge and Skills standards for Grades 3-5. Specifically, the presentation, flash cards, and optional assignments provide the following:

Third Grade

English Language Arts and Reading

§110.5 English Language Arts and Reading, Grade 3.

(b) Knowledge and Skills.

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to: (C) use resources and references such as beginners’ dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words (2-3);

Social Studies

§113.5 Social Studies, Grade 3.

(a) Introduction

(1) In Grade 3, students learn how individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.

(b) Knowledge and skills.

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(B) create and interpret timelines.

(13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to: (A) identify the heroic deeds of state and national heroes such as Daniel Boone and Davy Crockett.

Music

§117.12 Music, Grade 3.

(b) Knowledge and skills.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to: (A) read music notation, using a system (letters, numbers, syllables); (B) write music notation, using a system (letters, numbers, syllables), (C) read and write music that incorporates basic rhythmic patterns in simple meters.



(5) Historical/cultural heritage. The student relates music to history, to society and to culture. The student is expected to: (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.

Fourth Grade

Social Studies

§113.6 Social Studies, Grade 4.

(a) Introduction.

(1) . . . Students identify the contributions of people of various racial, ethnic, and religious groups to Texas and describe the impact of science and technology on life in the state.

Music

§117.15 Music, Grade 4.

(b) Knowledge and skills.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to: (A) read music notation, using a system (letters, numbers, syllables).

(5) Historical/cultural heritage. The student relates music to history, to society and to culture. The student is expected to: (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.

Fifth Grade

English Language Arts and Reading

§110.7 English Language Arts and Reading, Grade 5.

(b) Knowledge and Skills

(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to: (D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions (4-5).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to: (B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8).

Social Studies

§113.7 Social Studies, Grade 5.

(a) Introduction.

(1) . . . Students describe customs and celebrations of various racial, ethnic, and religious groups in the nation and identify the contributions of famous inventors and scientists.

(b) Knowledge and skills.

(5) History. The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to: (B) identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.



Music

§117.18 Music, Grade 5.

(b) Knowledge and skills.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to: (A) read standard notation.

(5) Historical/cultural heritage. The student relates music to history, to society and to culture. The student is expected to: (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.

Experiential Learning Activity

So, you can see how the module meets/exceeds the Texas Standards.

Now—to the IDEAS!

A specific, practical module to incorporate into your overall teaching plans is developed below.

- Activity Summary. Show a PowerPoint presentation (provided) that makes the students aware of the women who have made contributions to the field of music.
- Age of Students. The *Do, Re, Mi* curriculum has been developed for third to fifth grade students. (You could also change this specific focus to meet the needs of your students' ages.) The book, *Her Story: A Timeline of the Women Who Changed America*, while clearly written for an adult audience, is useful as a reference since it is so highly visual.

You may wish to have at least one copy of the book available in your classroom and/or in your school library.

- Classroom make-up. It is anticipated that the class will be both boys and girls.
- Goals (Outcomes):
 1. To identify a number of important, historical female figures who have contributed to the field of music.
 2. To understand the different instruments and how they relate to produce orchestral pieces.



3. To gain some familiarity with the “language” of music, such as, clefs, octaves, alto, and the like.

- Group Size. There is no minimum or maximum number of students who would be the best audience for this module. The “typical” classroom size would work well. There is no need to divide into smaller groups, or subgroups although this can be a useful variation, should your class benefit from small group discussions.
- Time Required. From your introduction through showing the slides, through processing (or discussion or small group activity), the module itself may take one or more than one typical class period. Projects undertaken outside of class will require additional time and efforts on the part of the students. We have been deliberately flexible here, so as to encourage you to use this material as part of your overall curricular strategy in the ways it works best for you.
- Materials and AV Requirements.
 1. A computer to show the PowerPoint slides
 2. An LCD projector
 3. A screen
 4. A white board (or flip chart) and chalk or markers
 5. Blank paper and pencil/pen for notes or questions (each student will need to have these)
 6. Copies of the quick quiz (provided) to distribute to all students
- Physical Setting. A typical classroom where the lights can be dimmed for projection purposes will work. There are no special seating or table requirements.
- Facilitating risk. The risk to the teacher is low, as all information is supplied in a step-by-step manner.
- Other. This curriculum module on *Do, Re, Mi* would, generally speaking, be introduced in a music or history class.
- **Process: (step by step)**
 1. To stimulate interest, ask the students to share out loud “how many different ways they could participate in the field of music”?
 2. Post their ideas/suggestions.



3. Ask if they know any national or local women throughout U.S. history who are or who have been prominent in the field of music (and post their answers, if any) – alternatively, have students answer the quick quiz provided later in this document.
4. Show the PowerPoint presentation that identifies (listed by historical year) both the women and their contributions.
5. Use the note pages that are below the slides to help provide the narrative you will say. (Or, print out the notes in a script format for yourself.)
6. Stop at any time during the slides to take questions or to pose issues to your class.
7. After the slides, conclude the module by returning to the ideas they had offered before the discussion and determine any new elements that have arisen as a result of what the students have seen.

Another Curriculum Idea:

This suggestion was sent to us by a teacher using our materials. Let us know if you come up with additional ways of offering this module.

Each child will choose a flash card randomly from a box, research the woman listed, prepare a short oral presentation, and then students will play a game of concentration to match a picture to a description of the historical figure.

Be sure to connect with us if you have any questions or issues. Also, let us know how your module goes!

Most Sincerely,

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Glossary:

- Alto (AWL·toe): A female voice with low pitch range
- Aria (ARE·ee·ah): a solo in an opera
- Bass (BASE): A male voice with low pitch range also a large stringed instrument
- Bassoon (baa·SOON): A double reed wind musical instrument
- Beat (BEET): to mark time as if by tapping
- Broadway (BROAD·weigh): A street in New York City. It refers to the theatre district.
- Cello (chell·OH): a stringed instrument larger than a viola and smaller than a bass
- Clef (KLEFF): a symbol used to indicate the pitch of the notes on the staff
- Composer (come·POSE·er): a person who puts music together
- Conductor (con·DUCK·tore): a person who leads a group of musicians
- Contralto (konn·trawl·TOE): The lowest female voice
- Cymbal (SIM·bull): A set of brass plates that are struck together
- Flutist (FLEWT·ist): A person who plays the flute
- Gaelic (GALE·ick): related to the Scottish Highlands
- Grammy (GRAM·me): awards given to performers in the music business
- Harmony (HAR·mă·knee): supporting parts in a piece of music
- Highlands (HI·lands): An area of northern and western Scotland with mountains
- Jazz (JAZ): a kind of music, often played without music, with unusual rhythms
- Melody (MEL·oh·dee): the leading part in a piece of music
- Movement (MOOV·mint): One of the parts of a piece of music
- Nonviolence (non·VEYE·ă·länz): Able to be done without physical force that hurts people
- Oboe (OH·bow): A double reed woodwind instrument
- Octave (AHK·tive): An interval of eight tones
- Opera (OP·er·ah): A play with all of its words set to music
- Operetta (OP·ă·rett·ă): a short funny musical play
- Orchestra (ore·KESS·trah): a group of musicians playing together
- Percussion (purr·KUSH·ăn): A musical instrument where sound is made when it is struck
- Piccolo (PICK·ă·low): A small member of the flute family. Pitch is an octave above a flute
- Recital (ree·SIGHT·tull): a musical program given by a soloist or small group of musicians
- Salsa (SAUL·suh): Latin American dance music
- Saxophone (SACKS·ă·phone): A single reed wind musical instrument
- Soprano (suh·PRAN·no): A female voice with high pitch range
- Staff (STAFF): the five horizontal lines and four intermediate spaces on which music is written
- Symphony (SIM·fah·knee): a piece of music for full orchestra. It usually has four movements.



Tambourine (TAM·burr·reen): A hand drum with metal disks all around it

Tenor (TEN·ore): A male voice with high pitch range

Timpani (TIM·pă·knee): A set of kettledrums

Trombone (TROM·bone): a large brass wind instrument with a long tube and a large bell mouth

Viola (veye·OH·lah): A stringed instrument larger than a violin and a fifth lower

Woodwind (WOOD·wind): Musical instruments played by blowing into them.

Xylophone (ZEYE·lä·phone): An instrument with wooden bars that differ in length



Quick Quiz – Match the Woman With Her Accomplishment

Many women have contributed to the field of music as composers, conductors, musicians, and singers. Place the letter of the woman in the space in front of her numbered accomplishment.

- | | |
|---------------------------|--------------------|
| A. Amy Marcy Cheney Beach | F. Carole King |
| B. Celia Cruz | G. Joan Baez |
| C. Sarah Caldwell | H. Ella Fitzgerald |
| D. Marian Anderson | I. Sophie Tucker |
| E. Doriot Anthony Dwyer | J. Chita Rivera |

- _____ 1. She was a conductor. She was an opera producer. She was the first woman to conduct at the Metropolitan Opera in New York City.
- _____ 2. She played the flute. She was the first woman appointed principal chair in a major orchestra.
- _____ 3. She was a folk singer. She wrote songs. She had six gold albums. She was a strong political activist.
- _____ 4. She composed music for the piano at age four. She made her concert debut at age sixteen. First woman to have her own symphony performed.
- _____ 5. When she is a teenager, she won a talent contest. She was known as the “First Lady of Song.”
- _____ 6. She was a singer. She was a dancer. She was an actress. She starred in *West Side Story*, a play on Broadway.
- _____ 7. She was the queen of salsa music. She was awarded the Congressional Gold Medal. She was the first Hispanic woman to receive it.
- _____ 8. She was a singer. She was an actress. Her career lasted 60 years.
- _____ 9. She was a singer, songwriter and pianist. Her album stayed on the charts for six years. She is in the Rock and Roll Hall of Fame.
- _____ 10. In 1939, she gave a concert at the Lincoln Memorial. 75,000 people heard her sing.



ANSWERS:

Additional information on all of these women is contained within the book *Her Story: A Timeline of the Women Who Changed America* (HarperCollins, 2008) by Charlotte S. Waisman and Jill S. Tietjen.

Let's see how you did.

1. C
2. E
3. G
4. A
5. H
6. J
7. B
8. I
9. F
10. D