

Music in the Life of President Lincoln

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Included herein are the Virginia Chamber Orchestra's *Music in the Life of President Lincoln* lesson plans by Debra Kay Robinson Lindsay. They are meant to be used with the live streaming video of the same name as downloaded at <http://www.virginiachamberorchestra.org/>

The Teacher Guide for Overview of *Music in the Life of President Lincoln* can also be downloaded at the VCO site. The Teacher Guide for Overview provides an overview of all the music on the Lincoln streaming video, as a preview of what your 4th to 7th grade students will want to watch and listen for. You may want to use this overview as Lesson 1 and prior to your students' viewing the streaming activity.

We at the Virginia Chamber Orchestra hope you will find *Music in the Life of President Lincoln* a valuable resource at your school.

Viva la musica!

Lesson Plan Series: The Virginia Chamber Orchestra's **Music in the Life of President Lincoln**
Lesson Plan Title: *Oh! Susanna* Listening Experience
Lesson Plan #1

Objectives of this Lesson Plan:

1. The students will learn a song by listening and sharpen their listening skills.
2. The students will learn that one of Abraham Lincoln's favorite songs was *Oh! Susanna*.

Materials Used:

1. Listening evaluation worksheet of *Oh! Susanna*
2. Writing utensil
3. Desk or hard surface on which to write
4. Teacher's singing voice or suitable recording

Connections to the National Standards of Music:

6. Listening to, analyzing and describing music
7. Evaluating music and music performances
9. Understanding music in relation to history and culture

Procedures:

1. Sing or play the verse of *Oh! Susanna* and see if any student knows how to sing the chorus.
2. Inform the students they have something in common with Abraham Lincoln.
3. Tell the students that *Oh! Susanna* was one of the 16th President's favorite songs.
4. Inform the students they will be having a different kind of listening test on the Stephen Foster song called *Oh! Susanna* and they will be required to listen for a specific word each time the teacher (or the recording) performs the song.
5. Give the students an example:
(e.g.) Put this visual example on the board and tell them their listening test will be in this format.
Tell the students to listen for and count the word "dog" in this song or have a student tally the time(s) on the board.

<u>Tally</u>	<u>Total</u>
_____1_____	_____1_____

(Teacher sings the A part of the song, *Bingo*)

"There was a farmer had a dog

And Bingo was his name - o.

B - I - N - G - O.

B - I - N - G - O.

B - I - N - G - O.

And Bingo was his name - o."

(The number of times they heard "dog" was one.)

6. Explain the rules for the listening test.
 - A. They may not interrupt you to begin the song again.
 - B. They must listen for the entire song to identify the correct answer.

- C. They must choose their answer after the first listening as no request for hearing the selection will be granted.
 - D. Answers will be tallied on the long line and the final answer will be written on the short line.
 - E. There must be complete silence for all students to be able to hear.
7. Pass out the listening test and have the students write their name.
 8. Announce you will start the test.
 9. Say the number and the word the students will be listening for.
 10. Sing or play the recording of *Oh! Susanna*.
 11. Have the students tally and write the number of times they heard the word during the performance.
 12. Continue procedures 6 and 7 until the listening test is completed.
 13. Collect all papers.
 14. Ask the students if they think they could sing the whole song *Oh! Susanna* from memory (most of them will be able to do this since they focused intently during the test).
 15. Complement the students on learning and singing the song by rote.
 16. Ask the students which lines of the song indicate Stephen Foster's sense of humor, or which President Lincoln may have found humorous.
 - a. "banjo on my knee"
 - b. "rained all night the day I left, the weather it was dry"
 - c. "the sun so hot I froze to death"
 17. Tell the students one of Abraham Lincoln's favorite songs was *Oh! Susanna*.

Indicators of Success:

1. The students will show mastery of learning to listen.
2. The students will have learned to sing Stephen Foster's *Oh! Susanna* by memory through listening repetition.
3. The students will have learned a song the 16th President enjoyed singing.

Assessment:

Objective, formal assessment

1. A written listening test to check for individual student understanding

Comments and Additional Material:

Interesting facts you may wish to include in this unit are:

1. *Oh! Susanna* reflected the sentiment of pre-Civil War America. Have the students explain Stephen Foster's presumed outlook on life. Does *Oh! Susanna* seem happy or melancholic? Why or why not? Explain.
3. Compare and contrast *Oh! Susanna* with *Old Folks at Home* and *Some Folks Do*. (These songs may be found in grade level music series or on the Internet.)

Additional Resources and/or Extended Learning Activities:

1. You may wish to extend your students' learning by asking them to research at home the Swanee (Suwannee) and Pee Dee Rivers in books or on the Internet. Have them share what they learned in the activity.
2. Some students may have traveled to the Georgia/Florida border. Have them share their experiences with the class.



LISTENING TEST

Oh! Susanna

Directions: You will listen to *Oh! Susanna* twelve times. Each time you will listen for a specific word. Tally the number of times you hear each word on the long line. Write your final answer on the short line.

1. Alabama _____

2. Louisiana _____

3. Mouth _____

4. Eye _____

5. Ears _____

6. Cry _____

7. Knee _____

8. I _____

9. Dream _____

10. Her _____

11. Banjo _____

12. Susanna _____

Name _____ Date ___/___/___ Class _____



Parent Signature _____ Date ___/___/___



LISTENING TEST Answer Sheet

Oh! Susanna

(If you sing the song as written on the student song sheet, your answers will be as follows. If not, adjust your answers as your recording dictates.)

1. Alabama 3
2. Louisiana 1
3. Mouth 1
4. Eye 1 (*not I*)
5. Ears 0
6. Cry 4
7. Knee 3
8. I 8 (*not eye*)
9. Dream 1
10. Her 2
11. Banjo 3

12. Susanna 4

(Student Copy)

Oh! Susanna

Full Score *Melody and Lyrics by Stephen Collins Foster* 1
Arranged by DebraKay Robinson Lindsay 4 5

Verse: 2 3



1. I come from Al - a - bam - a With my ban - jo on my knee. I'm
2. I had a dream the oth - er night, When ev - ery - thing was still. I

6 7 8 9 10



going to Lou - si - ann - a, My true love for to see; It rained all night the
thought I saw Sus - ann - a, A - com - ing down the hill. A buck - wheat cake was

11 12 13 14 15



day I left, The wea - ther it was dry, The sun so hot I froze to death; Sus
in her mouth, A tear was in her eye, Says I, I'm com - ing from the South, Sus

16 17 18 Refrain: 19 20



ann - a don't you cry. Oh! Sus - ann - a, Oh, don't you cry for
ann - a don't you cry.

21 22 23 24 25



me. I come from Al - a - bam - a with my ban - jo on my knee.

(Teacher Copy)

Oh, Susanna

Full Score Melody and Lyrics by Stephen Collins Foster 1
Arranged by Debra Kay Robinson Lindsay

Verse:

1. I came from Al - a - ba - ma with my
2. I had a dream the oth - er night. When

ban - jo on my knee. I'm going to Lou - si - an - a, My true love for to see. It
ev - ery - thing was still. I thought I saw Sus - ann - a, A - com - ing down the hill. A

rained all night the day I left, The wea - ther it was dry. The sun so hot I froze to death; Sus -
buck - wheat cake was in her mouth, A tear was in her eye, Says I, I'm com - ing from the South, Sus -

Lesson Plan Series: **Music in the Life of President Lincoln**

Lesson Plan Title: Let's Write *Oh! Susanna*

Lesson Plan #2

Objectives of this Lesson Plan:

1. To enable students to use their knowledge of music notation in writing a miniature score of Stephen Foster's *Oh! Susanna*
2. To become more familiar in singing *Oh! Susanna* and prepare for a singing assessment

Materials Used:

1. Student copy of blank manuscript
2. Teacher copy of *Oh! Susanna* refrain manuscript
3. Writing utensils
4. Chalk/white board or overhead projector
- (5.) later in lesson
Oh! Susanna song sheet

Prior Knowledge and Experiences/Curriculum Content:

Connections to the National Standards of Music:

1. Singing, alone and with others, a varied repertoire of music
5. Reading and notating music
6. Listening to, analyzing, and describing music

Procedures:

1. Review singing *Oh! Susanna* from memory to see how much of the song students can recall.
2. Tell the students that today you will imitate composer Stephen Foster by writing the refrain of *Oh! Susanna* on manuscript paper.
3. Review notes: Low C, D, E, F, G and A of the treble clef
4. Distribute *Oh! Susanna* blank manuscript sheets.

(from the chalk/white board or overhead projector)

5. Have the students copy the title (*Oh! Susanna*) and the composer's name (Stephen Foster)
6. Have the students copy the time signature (2/4) and explain that there are 2 beats per measure and the quarter note gets one beat.
7. Have the students point to measure one and copy one note at a time. Tell them they are writing a quarter note "F". (It is beneficial for the teacher to model singing as he/she writes the note to enable the students to associate the sound with the written score.)
8. Tell them they will be writing another quarter note F so now the measure is metrically complete.
9. Have the students point to measure two and copy the eighth note "A" followed by a quarter note "A" and another eighth note "A."
10. Continue steps 7-10 until all eight measures are complete.
11. Complete the score writing by placing a double bar line at the end. Ask the students what is the function of a double bar line (it signifies the end of a song).
12. Have the students copy the double bar line at the end.
13. Tell the students that they will now add the lyrics. Have them sing the refrain from memory.
14. Model and have the students copy one syllable at a time until the refrain is complete.
15. Ask the students to turn in their completed copies.
16. Review singing *Oh! Susanna* in preparation for the singing assessment in the next class.

Indicators of Success:

1. The students will be able to show mastery in writing a simple Stephen Foster score that includes a time signature, eighth, quarter and dotted quarter notes and rests, and lyrics.
2. The students will sing *Oh! Susanna* with better melodic and rhythmic accuracy and begin to memorize the lyrics.

Assessment:

Objective, formal assessment

1. The accuracy of the students' copies will indicate their level of mastery. (If this is their first attempt at copying a musical score more leniencies could be given.) Check for rhythmic accuracy and the exact placement of notes on the staff.

Subjective, informal assessment

2. Singing assessment will be informal, but the teacher should note areas in the music where individual students may show confusion or need additional practice.

Comments and Additional Material:

Writing manuscript serves as a good way to assess your students' understanding of note reading. Students who find note reading more difficult often become more fluent when given the opportunity to write melodies as it helps them see and hear patterning.

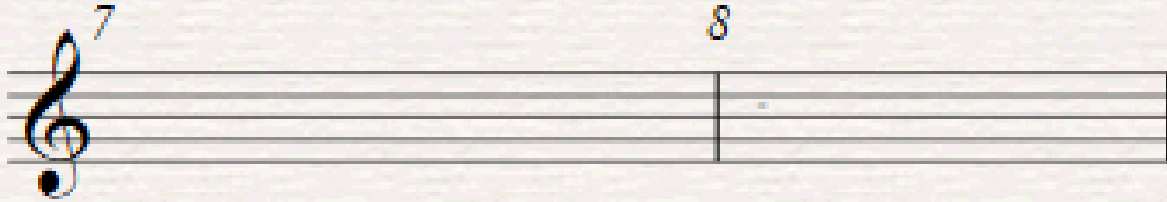
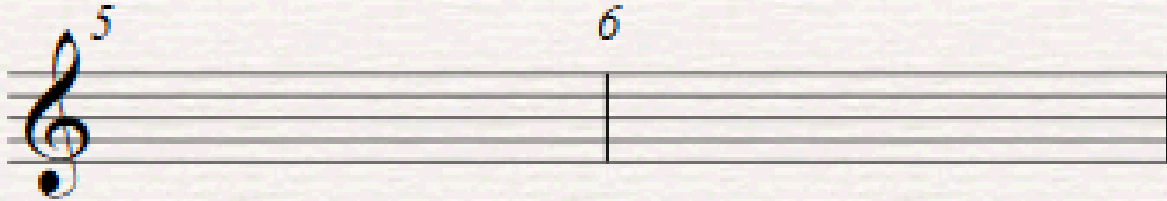
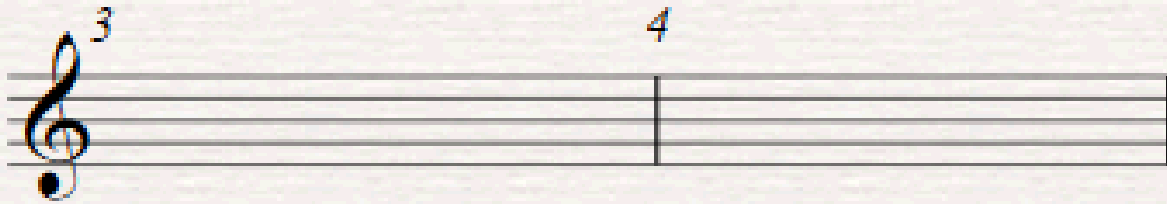
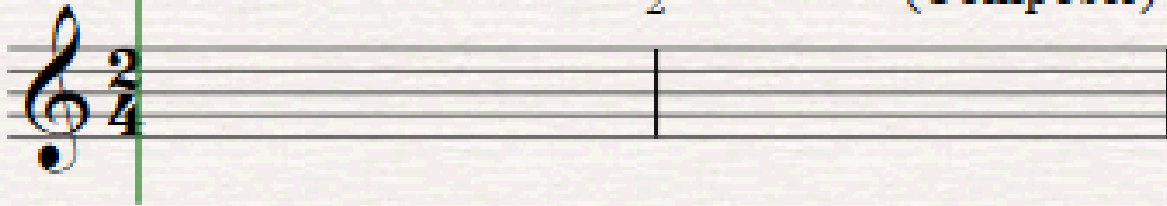
(title of song)

1

Directions: Copy the refrain of Oh! Susanna.

2

(Composer)



Name _____ Date ___ / ___ / ___ Class ___ / ___ / ___

Lesson Plan Series: **Music in the Life of President Lincoln**

Lesson Plan Title: Stephen Foster's Life Story

Lesson Plan #3

Objectives of this Lesson Plan:

1. The students will learn facts about Stephen Foster's life
2. *(time permitting)
The students will review singing *Oh! Susanna*, *Jeanie With the Light Brown Hair*, *Old Folks at Home* and *Some Folks Do* (copies of these songs may be found online or at Amazon.com: Lessons in American Music (Volume 1) (9781565451759): Debra Kay Robinson Lindsay)

Materials Used:

1. Stephen Collins Foster biography sheet
2. Writing utensil
3. Map of the East Coast of the United States

Prior Knowledge and Experiences/Curriculum Content:

1. Knowledge of the look and timbre of the flute, banjo, guitar and piano
2. Knowledge of the role of E. P. Christy as shared in Lesson 1
3. Music Vocabulary
 - a. minstrel -- an entertainer who traveled to many sites to recite poetry and perform current music of the time
 - b. minstrel show -- a popular style of entertainment during the mid-19th century, usually performed by Caucasians in black face (this created a stereotype for years to follow and is now considered racist)

General Vocabulary

- a. Quartermaster -- an officer whose duty is to provide food, provisions, living quarters, clothing, transportation, etc. for a body of troops

Connections to the National Standards of Music:

1. Singing, alone and with others, a varied repertoire of music
8. Understanding relationships between music, and the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Procedures:

1. Show the students a map of the United States and specifically point out the area around Pittsburg, Pennsylvania and New York City, New York.
2. Point out the where the Susquehanna, Monongahela and Ohio River come together in Pittsburgh and tell them this is the area of Lawrenceville where Stephen Foster was born.
3. Ask the students to read Foster's biography.
4. Ask the students to share what they learned.
5. Copy the facts students learned on the board.
6. Discuss as needed.
7. Review singing as many of Foster's songs as time permits: *Oh! Susanna*, *Jeanie With the Light Brown Hair*, *Old Folks at Home*, *Some Folks Do* (or other Stephen Foster songs you may have taught or the students already know).
8. Give the students notice that they will be responsible for retaining facts about Stephen Foster as a future test will be given.
9. Encourage the students to learn to sing the melody and memorize the lyrics of the songs they have

learned as there will also be a singing test.

Indicators of Success:

1. The students will show reading comprehension skills and will be able to share facts about Stephen Foster's life.
2. The students will become more adept at singing some of Foster's music.

Assessment:

Objective, formal assessment

1. Assessment in this lesson will be verbal and based on information that the student is able to share with the class.
2. Singing assessment will be informal, but the teacher should note areas in the music where individual students may show confusion or need additional practice.

Comments and Additional Material:

1. Stephen Foster was born on the same day that Presidents Thomas Jefferson and John Adams died.
2. Stephen Foster's musical relationship with the family maid greatly influenced his musical appreciation and understanding of different genres.
3. Stephen Foster was the youngest of several children. A younger sibling died in infancy.



Stephen Collins Foster

July 4, 1826-January 13, 1864

Lawrenceville, Pennsylvania

Stephen Foster's musical talent was evident early in his life. At two, he became fascinated with the family guitar and began to pick out simple melodies. Foster often had an audience since he was the youngest of ten children. At six he began teaching himself how to play the flute and piano. At nine he directed and starred in his own thrice weekly minstrel show that was a hit with his family, neighbors and townsfolk. Stephen was often sick with what we now believe is whooping cough, and as a result, missed many days of school.

His mother was fond of writing poetry. His father was a local politician, quartermaster for the Army in the War of 1812 and was considered one of the most prosperous merchants in Pittsburgh.

It is thought that much of Stephen's musical encouragement came from the family's maid. She often included him in her numerous church attendances where he was exposed to the music in a northern African American church. Mesmerized by spirituals and the singing of the choir, Stephen soon began composing and singing his own melodies.

At fifteen Stephen Foster attended Athens Academy near Towanda, Pennsylvania. Inspired by his graduation, he composed his first scored composition for four flutes and piano. His *Tioga Waltz* became a hit in his school and he received much praise.

Soon after beginning college Foster became ill and returned home. He began composing music and lyrics full time. He did not, however, receive much encouragement from his family. Although they agreed he had a talent for writing, they did not consider being a composer gainful employment for a man. The mind set at the time was that men should work outside the home to provide gainful employment to support a family. Still, Stephen persisted in composing while living at home.

Stephen Foster participated in a singing club for entertainment and professional purposes. The singing club gave Foster a chance to hear his music performed and enabled him to reflect on how his new songs were received by his peers. Foster was encouraged and his songs were liked and sung with enthusiasm. It was there

he met Jane McDowell who later became his wife. She enjoyed singing Foster's newly composed songs with her friends.

Open Thy Lattice, Love (1844) was Stephen's first published song. The sheet music incorrectly credited L. C. Foster as the composer and lyricist. This is interesting because the correct title for *Jeanie With the Light Brown Hair* was meant to be titled *Janie With the Light Brown Hair*. It could be that Stephen Foster's writing was difficult to read, or that once set, the presses were too difficult to change.

Soon came *Lou'sianna Belle*, *Uncle Ned* and *Oh! Susanna*. *Oh! Susanna* was published in 1847 and became widely known as the theme song for those traveling to California to search for gold. Then came *Old Folks at Home*, *My Old Kentucky Home*, *Nelly Bly*, *Camptown Races* and *Some Folks*.

Foster's notoriety spread quickly. E. P. Christy, a famous minstrel show performer, like Foster's catchy tunes and lyrics. Some of Foster's songs were happy, some sad, and others told of love. Some of the songs were stories about events and people. Historical facts are ambiguous, but it is believed that Christy claimed he was the owner of several of Foster's songs. As a result, Foster never received the monies that were meant for him. This caused Foster much emotional strife, not only for the funds he did not receive, but for the loss of temporary ownership of the songs for which he knew he was the rightful composer.

Foster's daughter, Marian was born shortly before he and Jane moved to New York City in 1860. He believed he would fare better to be near his publishers. Sadly, he earned next to nothing and lived from song to song. Soon fearing starvation and a lack of necessities, Jane and Marian returned to live with her parents. Steven died alone in a New York City hospital. He was being treated for a lung ailment and had fallen on his water pitcher during the night after getting up for a drink. He was found the next morning draped upon the broken pitcher. In his pocket was a paper with "dear friends and gentle hearts."

It is difficult to believe that Stephen Foster who composed so many songs we identify as truly American was compensated with so little during his lifetime. Perhaps, had he lived in modern times, he might have received the recognition he so rightly deserved. Stephen Foster is an American icon.

Name _____ Date ___/___/___ Class _____

Lesson Plan Series: **The Music of Lincoln**
Lesson Plan Title: Stephen Foster Word Find
Lesson Plan #4

Objectives of this Lesson Plan:

1. The students will be reacquainted with all they have learned in this unit regarding Foster's history, his music and music vocabulary.

Materials Used:

1. Copies of Stephen Foster Word Find Puzzle
2. Writing utensil
3. Highlighters, crayons or colored pencils
4. Stephen Foster recordings

Connections to The National Standards of Music:

6. Listening to, analyzing, and describing music
8. Understanding relationships between music, and the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Procedures:

1. Distribute Stephen Foster Word Find Puzzle.
2. Have the students select with the requested puzzle colors.
3. Review the colors and list with the students.
 - a. Explain that the different colors signify facts on the list
(e. g.)
 1. Gray -- places
 2. Red -- people, etc
4. Ask questions and review when going over the list
(e. g.)
 - a. Who was E. P. Christy and what role did he play in Foster's life?
 - b. What is a minstrel singer?
 - c. What happened on July 4, 1926?
5. Have the students complete the word find activity as they listen to Foster's music.
6. Students who do not finish the word find may complete the task at home.

Indicators of Success:

1. The students will be able to successfully complete the word find while recalling facts about Stephen Foster's life and music.

Assessment:

Subjective, formal assessment

1. Should the teacher wish, this activity may be graded as a completed assignment.

Comments and Additional Material:

Insist that the students do not use dark colors to shade in puzzle solutions as this will obscure other letters in other words. You will also want to remind the students to place checks next to completed words instead of scratching out them out as these are facts they will want to remember.

The word find puzzle and listening portion of this lesson can be completed with a substitute teacher.

Additional Resources: <http://www.pdmusic.org/foster>



STEPHEN FOSTER WORD FIND PUZZLE

Directions: Using colored pencils, crayons or highlighters, find these words as related to your Stephen Foster unit. (← → ↑ ↓ ↖ ↗ ↘ ↙)

Gray

(Places)

- Pennsylvania
- Ohio River
- Florida
- Swanee River
- New York City

Red

(People)

- E. P. Christy
- Jane
- Marion

Green

(Music Vocabulary)

- Melody
- Lyrics
- Minstrel
- Song
- Composition

Blue

(Instruments)

- Piano
- Violin
- Guitar
- Singer
- Whistle

Purple

(Dates)

- July 4, 1826
- January 13, 1864
- Purple**
- American Composer
- Stephen Foster

Yellow (Song Titles)

- My Old Kentucky Home
- Nelly Bly
- Jeanie With the Light Brown Hair
- Camptown Races
- Beautiful Dreamer
- The Glendy Burke
- Some Folks

J	E	M	O	H	Y	K	C	U	T	N	E	K	D	L	O	Y	M	A
E	G	H	P	I	J	K	L	M	N	O	P	Q	R	S	H	T	E	U
A	V	W	E	X	S	O	M	E	F	O	L	K	S	Y	I	Z	L	C
N	A	B	N	C	W	D	A	E	L	Y	T	R	E	V	O	P	O	D
I	F	G	N	H	A	I	R	J	O	K	A	L	M	N	R	O	D	E
E	P	Q	S	O	N	G	I	R	R	N	M	S	T	U	I	V	Y	4
W	W	X	Y	T	E	Y	A	Z	I	A	E	B	C	D	V	E	T	6
I	F	G	L	H	E	E	N	L	D	L	R	I	J	K	E	L	I	8
T	M	N	V	O	R	P	O	P	A	Q	I	R	E	S	R	T	C	1
H	U	V	A	W	I	I	H	X	Y	Z	C	N	A	B	C	D	K	3
T	F	E	N	G	V	H	I	E	J	K	A	L	M	N	A	O	R	1
H	P	K	I	R	E	S	T	U	N	J	N	V	W	X	M	Y	O	Y
E	Z	R	A	B	R	C	D	E	F	F	C	G	H	S	P	I	Y	R
L	J	U	A	N	N	A	S	U	S	H	O	K	L	I	T	M	W	A
I	Z	B	K	E	V	G	N	T	S	G	M	S	A	N	O	N	E	U
G	A	Y	L	L	W	H	U	C	Z	I	P	N	T	G	W	O	N	N
H	B	D	M	L	X	I	I	I	N	H	O	Q	W	E	N	P		A
T	C	N	N	Y	A	R	O	S	T	I	S	R	W	R	R	Q	T	J
B	D	E	O	B	Y	J	T	U	B	A	E	S	H	A	A	R	I	6
R	E	L	P	L	Z	R	P	V	C	J	R	T	I	B	C	S	O	2
O	F	G	Q	Y	E	K	Q	W	D	K	N	U	S	C	E	T	G	8
W	G	E	R	L	B	E	P	C	H	R	I	S	T	Y	S	U	A	1
N	H	H	H	G	R	U	B	S	T	T	I	P	L	D	H	V	W	4
H	I	T	S	E	C	L	R	X	E	L	O	T	E	E	I	W	A	Y
A	C	O	M	P	O	S	I	T	I	O	N	U	X	F	J	X	L	L
I	J	U	T	F	D	M	S	Y	F	M	P	V	Y	G	K	Y	T	U
R	B	E	A	U	T	I	F	U	L	D	R	E	A	M	E	R	Z	J

Name _____ Date ____/____/____ Class _____

Stephen Foster Word Find Solution

J	E	M	O	H	Y	K	C	U	T	N	E	K	D	L	O	Y	M		
E			P												H		E		
A			E		S	O	M	E	F	O	L	K	S		I		L		
N			N		W		A		L	Y	T	R	E	V	O	P	O		
I			N		A		R		O		A				R		D		
E			S	O	N	G	I		R	N	M				I		Y	4	
W			Y	T	E		A		I		E				V		T	6	
I			L		E		N	L	D	L	R				E		I	8	
T			V		R	P	O		A		I		E		R		C	1	
H			A		I	I	H				C	N			C		K	3	
T		E	N		V			E			A				A		R	1	
H		K	I		E				N	J	N				M		O	Y	
E		R	A		R					F	C				S	P		Y	R
L		U	A	N	N	A	S	U	S	H	O				I	T		W	A
I		B		E		G			S		M	S	A	N	O			E	U
G		Y		L			U	C		I	P	N	T	G	W			N	N
H		D		L			I	I	N		O				E	N			A
T		N		Y		R		S	T		S			W	R	R		T	J
B		E		B	Y		T			A	E			H		A		I	6
R		L		L		R					R			I		C		O	2
O		G		Y	E									S		E		G	8
W		E		L		E	P	C	H	R	I	S	T	Y	S			A	1
N		H	H	G	R	U	B	S	T	T	I	P	L					W	4
H		T												E				A	Y
A	C	O	M	P	O	S	I	T	I	O	N							L	L
I																		T	U
R	B	E	A	U	T	I	F	U	L	D	R	E	A	M	E	R	Z	J	

Lesson Plan Series: **The Music of President Lincoln**

Lesson Plan Title: Popular Songs of Stephen Foster Essay Assessment

Lesson Plan #5

This is the final lesson in this series. This is your students' chance to show you all they have learned about Stephen Collins Foster. Your students should be able to share a wealth of knowledge.

Objectives of this Lesson Plan:

1. The students will show their mastery of the music and life of Stephen Collins Foster.

Materials Used:

1. Copies of the Stephen Foster Essay Test
2. Writing utensil
3. (optional) Prompt List
 - a. Composer's full name
 - b. Dates lived
 - c. Cities, states and place names and their significance
 - d. Music and general vocabulary
 - e. Musical styles
 - f. Songs and information about the songs
 - g. Instruments that Stephen Foster used or played
 - h. Biographical information
 - i. A particular fact or information the student found interesting

Prior Knowledge and Experiences/Curriculum Content:

1. All information contained in this unit

Connections to The National Standards of Music:

8. Understanding relationships between music, and the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Procedures:

1. Explain to your students this will be the last lesson about Stephen Foster.
2. Distribute the Stephen Foster Essay Test.
3. Tell them the objective of the test is for them to write everything they know about Stephen Foster.
Give them a specific time period in which to complete the test. (Twenty-five to thirty minutes)
4. Have the students complete and turn in the assessment.

Indicators of Success:

1. The students will be able to share many written facts about Stephen Foster.

The lessons, Teacher Guide to the Overview, and the Overview of *Music in the Life of President Lincoln* are by Debra Kay Robinson Lindsay.

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Debra Kay Robinson Lindsay is a 42-year music educator in Alexandria City Public Schools and Honor Chorus conductor. Before joining the staff at Lyles-Crouch Traditional Academy, she taught in Fairfax County for 38 years. Lindsay became an EMC Music NBCT in 2004, is the Virginia Chair of Music in Our Schools Month, Past President of the Virginia Elementary Music Educators Association, a clinician in the US and abroad, and is secretary of the Virginia Chamber Orchestra. A former Fulbright Memorial Scholar, Horace Mann-Abraham Lincoln, and VDOE Russian Fellow, she has received numerous grants, and is the author of numerous books, articles and lesson plans by Rowman & Littlefield, NAFME, MusicWorks, The Core Knowledge Foundation and the Virginia Chamber Orchestra.

Her elementary performing groups have appeared at the International Children's Festival at Wolf Trap Farm Park in Virginia, at embassies, national conventions and at The White House.

Ms. Lindsay enjoys experiencing international culture and is a frequent traveler and adventurer, traveling to all the continents except Antarctica.

<http://ideastations.org/radio/news/virginia-currents-students-teachers-join-bobby-mcferrin-advocating-music-education>

<http://neatoday.org/2013/04/04/how-a-dedicated-music-teacher-uses-theater-to-enrich-curriculum/#comments>