

MATERIALS & SETUP

- **Music:** *Appalachian Spring* by Aaron Copland
- Map of the United States
- Research tools

CONNECTIONS TO
OH STANDARDS

FINE ARTS



- **IRE** Explain how the elements and subject matter of music connect with disciplines outside the arts.

SCIENCE



- Earth's surface has specific characteristics and landforms that can be identified.

ENGLISH



- **W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Appalachian Analysis

Learning Objective: Students will listen to “Appalachian Spring,” research the natural habitat of the Appalachian Mountains, and report their findings by writing an informative text.

ACTIVITY (40-45 minutes)

1. Introduce the lesson by playing “Appalachian Spring.”
2. Ask students to share what they imagine while listening to the piece. What might the music be illustrating about different elements of the landscape?
3. Many composers like to create a “musical picture” using the instruments of the orchestra. Using musical elements to represent things in nature, “Appalachian Spring” depicts the Appalachian Mountains, which are located just east of Ohio and span most of the east coast of the United States. Using a map of the United States, locate the Appalachian Mountain range.
4. Students will research the Appalachian Mountains in groups, work as a class to compile their research, and individually compose informative texts about its natural habitat and geographical features.
5. Divide the class into four equal groups and assign each group to research one of the sections listed in the chart below using classroom research tools (internet search, maps, books, etc.)

<u>BIOTIC</u> Plant Life	<u>ABIOTIC</u> Geography/Topography
Animal Life	Climate/Weather

6. Have each group share what they learned while you fill in the information in the chart on the blackboard/ whiteboard.
7. Distribute sheets of paper for each student to write their own five-paragraph informative text.
 - As a class, write an introductory paragraph.
 - Have students individually write one paragraph for each research category, choosing notes from the chart above.
 - Use grade level science vocabulary.
 - Use linking words such as “another,” “for example,” “also, and “because.”
 - If possible, support and expand on details by providing pictures (either researched or original illustrations), giving specific examples, or defining terms.
 - As a class, write a concluding statement or paragraph.

(over)

REFLECTION

1. Did the student share musical imagery from “Appalachian Spring”?
2. Did the student collaborate in a group for research?
3. Did the student write a five-paragraph informative text?

