

12 POINTS**LESSON PLAN:**

SCRAPPING SONG AND MUSIC VIDEO

(Image: Wikimedia Commons, 24353056936.)

INTRODUCTION

During World War II, there were plenty of popular songs written about the war, like “Boogie Woogie Bugle Boy,” “You’re in the Army Now,” and “G.I. Jive.” Here is a chance for your students to set to music their new-found commitment to recycling and energy conservation.

MATERIALS

+ Recording device to capture the audio and video of the student performance.

OBJECTIVES

Music is a powerful tool for conveying a message. Through this entertaining activity, students can let their creativity shine, while presenting their own message to encourage others to join in the effort to recycle and conserve.

TIME REQUIREMENT

1-2 class periods

KEY THEMES



**ENERGY
CONSERVATION**



SCRAPPING



TEAMWORK



WRITING

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.L.5.3.B

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CCSS.ELA-LITERACY.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROCEDURES

1. Have students in teams or as a class write lyrics for a song about the Get in the Scrap! program.
2. If you have musically talented students, you can even compose music or pick a popular tune where you rewrite the lyrics to meet the scrapping theme.
3. Finish it all off by recording a vibrant music video. You can give each student a role in the production process: on camera musicians, director, videographer, set design, costume, etc. Be creative! Email your finished product to the Museum at servicelearning@nationalww2museum.org, or upload to YouTube or Vimeo and share the link with the Museum.

ASSESSMENT

Evaluate the approaches and styles students use to combine their understanding of historical songs from World War II with their knowledge of present-day recycling and conversation initiatives. Determine how effectively students convey the central message in each song, while taking into consideration the overall quality of production efforts and creative thinking.