FIRST READING

Look at the sheet music:
Title: _____________________________________________
Composer: ____________________________________________
Date written: _________________________________________
Number of verses: ____________________________

Describe the cover art:

Read and annotate the sheet music:
Underline words you don’t recognize. Using context clues, write-in replacement words for your underlined words.

Summarize the purpose, events, and/or emotions of the music and lyrics:

SECOND READING

Copy the chorus (the lines repeated after each verse). Why did the composer choose to repeat these lines/this message?

Cite examples of figurative language used by the composer of the song:
Metaphors:

Similes:

Sensory imagery:
Choose the two most important phrases/sentences from the song; copy and cite them. Explain why each phrase/sentence from the song is important to the overall message.

1.

2.

Based on the cover art, the chorus of the song, the figurative language, and the most important phrases/sentences, what is the message/theme that the composer is trying to convey with this song?

**THIRD READING**

List, cite, and explain any allusions in the song:

At the time this song was written, who might have bought and/or sung this song? How do you think the public reacted to this song? What does this song tell you about life during this period in history?

Is there an audio version of this song available? If so, listen to it. How does hearing the music and lyrics impact the message/theme? Does it represent the message/theme in the same way as just reading the lyrics? Explain.

How does this selection connect to the topic/unit?

What questions do you have about this song? How can you learn the answers to your questions?
FIRST READING  First reading—comprehension; key ideas and details

Look at the sheet music: #1 Explicit & Implicit—text & inferences
Title: __________________________________________________________
Composer: _______________________________________________________________________
Date written: __________________________________
Number of verses: _____________________________

Describe the cover art:

Read and annotate the sheet music:
Underline words you don’t recognize. Using context clues, write in replacement words for your underlined words. 
#4 Vocabulary—words & meanings and influence of word choice

Summarize the purpose, events, and/or emotions of the music and lyrics: 
#2 Main Idea—central idea or theme

SECOND READING  Second reading—craft and structure

Copy the chorus (the lines repeated after each verse). Why did the composer choose to repeat these lines/this message? 
#5 Text Structure—how information is presented

Cite examples of figurative language used by the composer of the song: #5 Text Structure—figurative language

Metaphors:

Similes:

Sensory imagery:
Choose the two most important phrases/sentences from the song; copy and cite them. Explain why each phrase/sentence from the song is important to the overall message.

#4 Vocabulary—words & meanings and influence of word choice
#5 Text Structure—how information is presented

1.

2.

Based on the cover art, the chorus of the song, the figurative language, and the most important phrases/sentences, what is the message/theme that the composer is trying to convey with this song?

#2 Main Idea—central idea or theme
#5 Text Structure—how information is presented and how it contributes to the theme/message

THIRD READING  Third Reading—connections; integration of knowledge and ideas

List, cite, and explain any allusions in the song:

#9 Integrate from diverse sources to create coherent understanding

At the time this song was written, who might have bought and/or sung this song? How do you think the public reacted to this song? What does this song tell you about life during this period in history?

#6 Point of View—how point of view shapes content and style
#9 Integrate from diverse sources to create coherent understanding—primary sources

Is there an audio version of this song available? If so, listen to it. How does hearing the music and lyrics impact the message/theme? Does is represent the message/theme in the same way as just reading the lyrics? Explain.

#7 Integrate from multiple sources to answer a question
#9 Integrate from diverse sources to create coherent understanding

How does this selection connect to the topic/unit?

#7 Integrate from multiple sources to answer a question
#9 Integrate from diverse sources to create coherent understanding

What questions do you have about this song? How can you learn the answers to your questions?

#3 Evaluate and acknowledge where text leaves matters uncertain
SHEET MUSIC ANALYSIS (Narrative)

The hero of the European war / Jos. A Burke [sheet music]
http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100004413/default.html

FIRST READING

Look at the sheet music:

Title: Located explicitly on the cover page, as well as at the top of page 3 (the first page of the song).

Composer: Teacher may need to specify the composer of lyrics, music, or both. Located explicitly in the corners on the bottom of the cover page, as well as below the title but above the music at the top of page 3 (the first page of the song).

Date written: Located explicitly on the bottom of page three (the first page of the song); however, it is written in Roman numerals, and students may not recognize the letters as a date or may not know how to translate the Roman numerals.

Number of verses: Numbered explicitly at the beginning of the song (on page three; two verses) and the chorus is explicitly labeled on page four; however, students not familiar with reading music may not realize that these numbers refer to verses.

Describe the cover art: Students need to describe the explicit illustration on the cover.

Read and annotate the sheet music:

Underline words you don't recognize. Using context clues, write-in replacement words for your underlined words. These annotations will depend upon each student's familiarity with the vocabulary and ability to analyze the lines to determine context clues or to decide to use a dictionary.

Summarize the purpose, events, and/or emotions of the music and lyrics:
After defining unknown words and rereading the poem, students should write a summary of the events and tone as conveyed by the speaker.

SECOND READING

Copy the chorus (the lines repeated after each verse). Why did the composer choose to repeat these lines/th message?
The chorus begins on page 4 and continues on page 5. Students will need to infer why the composer wrote this Chorus. Students will need to recognize the allusions to Hindenburg, Joffre, and Woodrow Wilson, as well as recognize that this song was written BEFORE the United States entered World War I. Finally, this chorus would allow for a continued discussion about how the song is ironic since the USA did not stay out of the war and that Wilson became infamous for pushing for the creation of the League of Nations, which did not succeed.

Cite examples of figurative language used by the composer of the song:

Metaphors:
Students need to apply their prior knowledge of the characteristics of a metaphor to analyze the song. After identifying the metaphors, students should also explain the meaning/comparison of the metaphor.

Similes:
Students need to apply their prior knowledge of the characteristics of a simile to analyze the song. After identifying the similes, students should also explain the meaning/comparison of the simile.

Sensory imagery:
Students need to apply their prior knowledge of the characteristics of sensory imagery to analyze the song. After identifying the sensory images, students should also explain the meaning/comparison of the sensory images.
Choose the two most important phrases/sentences from the song; copy and cite them. Explain why each phrase/sentence from the song is important to the overall message. Answers will vary as each student evaluates the lines to decide for him- or herself which phrases or sentences are most important. They will then need to infer how/why these phrases/sentences are important to the song.

1.

2.

Based on the cover art, the chorus of the song, the figurative language, and the most important phrases/sentences, what is the message/theme that the composer is trying to convey with this song? Based on all the notes—especially the summary, chorus, most important phrases, and the figurative language notes—students should be able to identify and/or infer a theme or message that is conveyed in the song and then write it in 1-2 sentences.

**THIRD READING**

List, cite, and explain any allusions in the song: Answers will depend upon whether any allusions exist in the song, as well as whether the students recognize the allusions. Students will need to analyze the song to identify any allusion and then explain how the allusion connects to the theme/message of the song. Allusions in this song include the Hindenburg, Joffre, and Woodrow Wilson.

At the time this song was written, who might have bought and/or sung this song? How do you think the public reacted to this song? What does this song tell you about life during this period in history? Students need to analyze the song and relate it to the time period of World War I before the United States joined the war to infer who might have sung the song, how they might have reacted to it, and what it tells them about this time period. Students should also synthesize their notes from the previous questions.

Is there an audio version of this song available? If so, listen to it. How does hearing the music and lyrics impact the message/theme? Does is represent the message/theme in the same way as just reading the lyrics? Explain. Students should compare and contrast the tone they inferred from reading the song with the tone that they heard in the audio version.

How does this selection connect to the topic/unit? Students need to apply and synthesize this sheet music with the current unit and explain how it helps them to better understand the unit.

What questions do you have about this song? How can you learn the answers to your questions? Students need to evaluate the sheet music—summary, theme/message, and tone—to determine what additional questions they may have.