

# INTERMEDIATE ELEMENTARY

GRADES 3-5



## NATIONAL CORE ARTS STANDARDS: Music

**Grade 5** (similar standards for grades 3-4 can be found at [www.nationalartsstandards.org](http://www.nationalartsstandards.org))

▶ **Anchor Standard 1: Creating: Generate and conceptualize artistic ideas and work.**

MU: Cr.1.1.5 Improvise rhythmic, melodic, and harmonic ideas and explain connection to specific purpose and context (such as social, cultural, and historical).

▶ **Anchor Standard 3: Creating: Refine and complete artistic work.**

MU: Cr.3.2.5 Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

▶ **Anchor Standard 7: Responding: Perceive and analyze artistic work.**

MU: Re.7.1.5 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

▶ **Anchor Standard 11: Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

MU: Cn.11.0.5 Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life.

## NATIONAL CORE ARTS STANDARDS: Visual Arts

**Grade 5** (similar standards for grades 3-4 can be found at [www.nationalartsstandards.org](http://www.nationalartsstandards.org))

▶ **Anchor Standard 1: Creating: Generate and conceptualize artistic ideas and work.**

VA: Cr.1.1.5 Combine ideas to generate an innovative idea for art-making.

▶ **Anchor Standard 3: Creating: Refine and complete artistic work.**

VA: Cr.3.1.5a Create artist statements using art vocabulary to describe personal choices in art-making.

▶ **Anchor Standard 8: Responding: Interpret intent and meaning in artistic work.**

VA: Re.8.1.5a Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

▶ **Anchor Standard 11: Connecting: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

VA: Cn.11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

## **NATIONAL CORE ARTS STANDARDS: English Language Arts**

### **KEY IDEAS AND DETAILS:**

▶ **CCSS.ELA-LITERACY.RI.5.2**

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

▶ **CCSS.ELA-LITERACY.RI.5.3**

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### **INTEGRATION OF KNOWLEDGE AND IDEAS:**

▶ **CCSS.ELA-LITERACY.RI.5.7**

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

▶ **CCSS.ELA-LITERACY.RI.5.9**

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.



## NO MAN'S LAND: UNDERSTANDING THE EXPERIENCE OF THE 369TH REGIMENT IN WORLD WAR 1 THROUGH MUSIC AND ART

### **PURPOSE:**

The purpose of this unit of study is to engage learners in intermediate elementary grades in exploring the historical and geographical context through which Lieutenant James Reese Europe influenced the musical and geopolitical world during the era of the First World War and beyond. As Jim Crow laws kept African Americans from enjoying the rights of free, equal citizens in the United States, Lt.

James Reese Europe and the men of the 369th Regiment sought to make their contribution to global freedom in hopes of changing the conditions in the United States and be seen and treated as the equal citizens they were. The 369th homecoming parade down 5th Avenue in New York City in 1919 is viewed by many as the beginning of what became one of the most influential artistic, cultural, social, and political awakenings in the history of the United States – the Harlem Renaissance.

Through the analysis of primary and secondary resources, students will gain an understanding of the significance of the heroic and creative acts of Lt. James Reese Europe and others in the 369th Regiment, popularly known as the Harlem Rattlers, or the Harlem Hellfighters.

When guiding elementary students' understanding of history, it is important to provide both primary and secondary source material for analysis as first-hand accounts and later analysis together help to give various perspectives, and therefore a more complete picture of events that shaped our world today. The Arts can play a particularly significant role in helping to shape students' understanding of historical events as they add an emotional layer that can engage students on a more personal level of understanding.

In this unit, students will have the opportunity to explore music, photography, and visual art to help construct an understanding of the time period and significance of the people and events related to the 369th Regiment during World War I. These primary resources will be balanced with secondary resources of text and visual art in order for students to access and analyze information. Students will demonstrate their understanding through creating their own works of music and/or visual art.

## OBJECTIVES:

*Students will be able to:*

- ▶ Identify significant geographic locations during World War I;
- ▶ Demonstrate understanding of information from primary and secondary resources about James Reese Europe and the 369th Regiment (aka Harlem Hellfighters);
- ▶ Create a musical composition or visual artwork to express ideas about historical figures and events.

*Students will appreciate:*

- ▶ The significance and contributions of the men of the 369th Regiment in World War I.
- ▶ How the arts can be used to inform as well as express thoughts and feelings.



## SUGGESTED LESSON SEQUENCE: PRE-ASSESSMENT

Share the term No Man's Land. Engage students in expressing their understanding of what this might mean. Consider providing students the opportunity to draw, act out, or dramatize their understanding through physical representation.

### ▶ **Listening 1 – Primary Source #1:**

- ▼ Engage students in listening to an instrumental work of Lt. James Reese Europe and the 369th Infantry Band such as Castle House Rag (<http://www.loc.gov/jukebox/recordings/detail/id/3728> )

- ▼ Engage students in discussion asking, What instruments do you hear? In what time period do you think this music was played? What makes you say that? How would you describe this style of music? What would you call it? How would you describe the tempo? What does this style and tempo make you feel?

- ▼ Explain to students that this piece was composed and recorded by Lt. James Reese Europe in 1914 and that this recording is a primary source that we will use in our study of James Reese Europe and the 369th Regiment. As What makes this a primary source? [e.g., it was created at the time we are studying by the person we are studying]; What information have you learned about the time period and James Reese Europe by listening to this recording?

### ▶ Looking – Primary Source #2:

- ▼ Share a photo of Lt. Europe (photos can be found in Harlem Hellfighters: African American Heroes of World War I by John Micklos, Jr., The Harlem Hellfighters: When Pride Met Courage, by Walter Dean Myers and Bill Miles, or online at [https://commons.wikimedia.org/w/index.php?search=james+reese+europe+369th+infantry+band&title=Special:Search&go=Go&use\\_lang=en&searchToken=76xbbv07ypdjxk8t0itz49ck#/media/File:\(African\\_American\)\\_Jazz\\_Band\\_and\\_Leader\\_Back\\_with\\_\(African\\_American\)\\_15th\\_New\\_York\\_Lieutenant\\_Jame...-NARA-533506.tif](https://commons.wikimedia.org/w/index.php?search=james+reese+europe+369th+infantry+band&title=Special:Search&go=Go&use_lang=en&searchToken=76xbbv07ypdjxk8t0itz49ck#/media/File:(African_American)_Jazz_Band_and_Leader_Back_with_(African_American)_15th_New_York_Lieutenant_Jame...-NARA-533506.tif))

Ask, What do you see? What does that make you think? What do you wonder? Why do you think it was significant to be part of an all African-American regiment during this time period?

- ▼ Explain that photographs are an especially significant source of information for this time in history as photography was a relatively new technology/art form.

### ▶ Looking – Primary Source #3:

- ▼ Display Horace Pippin's Dog Fight over the Trenches, 1935: [https://3.bp.blogspot.com/-6oSFlc6-9T0/WCKE-iQmlsl/AAAAAAAAACeM/FF\\_T3Ykuc-cW5pHCC7-jLu3rvUFLW2C8wCLcB/s1600/PIPPIN-DOG%2BFIGHT%2BOVEVER%2BTHE%2BTRENCHES%2B-HIRSHHORN.jpg](https://3.bp.blogspot.com/-6oSFlc6-9T0/WCKE-iQmlsl/AAAAAAAAACeM/FF_T3Ykuc-cW5pHCC7-jLu3rvUFLW2C8wCLcB/s1600/PIPPIN-DOG%2BFIGHT%2BOVEVER%2BTHE%2BTRENCHES%2B-HIRSHHORN.jpg)
- ▼ Provide students the opportunity to talk to a partner about the painting, and have them share out thoughts with the whole group. Ask about how the painting makes them feel, what time period they think the painting is from, and what information the painting gives about the time period.
- ▼ Focus student discussion on the artist's use of size. How does the artist make objects seem close or far away? How does the artist use size to focus your attention on particular objects?
- ▼ Explain that this painting was produced in 1935 by Horace Pippin, a member of the 369th Regiment depicting a moment from his time in Europe during World War I. Have a student identify the continent of Europe on a world map.

### ▶ Looking – Primary Source #4:

- ▼ Engage students in listening to and reading the lyrics for another James Reese Europe composition, On Patrol in No Man's Land: <https://www.youtube.com/watch?v=wpFCuZ-B4j0>
- ▼ Engage students in discussion about what they think the composer means by No Man's Land. Explain that students will be doing further research using Secondary Resources to help understand the meaning of the lyrics to this composition.



## SUGGESTED LESSON SEQUENCE: ACTIVATING PRIOR KNOWLEDGE

### ▶ Reading:

- ▼ Before reading, task students to generate a list of questions they want to answer when reading about James Reese Europe and the Harlem Hellfighters.
- ▼ Depending on student reading level, read aloud or have them read one of the titles below:

Harlem Hellfighters: African-American Heroes of World War I by John Micklos, Jr.

The Harlem Hellfighters: When Pride Met Courage by Walter Dean Myers and Bill Miles

Harlem Hellfighters by J. Patrick Lewis & Gary Kelly

- ▼ During reading, have students record interesting and important information along with any new questions that their reading generates.
- ▼ After reading, engage students in discussion about what they learned from these informational texts that were written well after the historical period. Note any primary sources that were used in these texts such as photographs and news articles from the time period.

### ▶ Looking at Art:

- ▼ Share illustrations or artwork depicting the 369th Regiment created by modern artists. Some examples include the illustrations in Harlem Hellfighters by J. Patrick Lewis & Gary Kelly or the artwork of R2C2H2 found in his book entitled James Reese Europe: Jazz Lieutenant.
- ▼ Engage students in comparing and contrasting the photographs and the work of Horace Pippin with these contemporary works.
- ▼ Focus student attention on how these artists use line and color to express thoughts and feelings about historical events and figures.

### ▶ Listening After Reading:

- ▼ Have students listen to On Patrol in No Man's Land again and have students talk in small groups about what they now understand in the lyrics that they didn't before. Consider giving students printed copies of the lyrics to aid in their discussion.
- ▼ Collaboratively come up with a shared definition of No Man's Land.

▶ **Creating:**

- ▼ Give students the opportunity to express their thoughts and feelings about the significance of Lt. James Reese Europe and the 369th Regiment by creating a song, drawing, or painting.
- ▼ Have students write an artist's statement that explains their thinking behind the art work including how they used tempo, line, shape, or size to express their ideas. Allow them time to share and receive positive feedback from their classmates.

▶ **Extensions:**

- ▼ Throughout these activities, new vocabulary can be added to a word wall and student responses can be charted for literacy support.
- ▼ Students can learn more about jazz; for a deeper history of jazz and its origins, consider *I see the rhythm* by Toyomi Igus.



**SUGGESTED LESSON SEQUENCE:  
READING FOR INFORMATION/  
ENGAGING IN RESEARCH -  
BIOGRAPHIES:**

▶ **Brainstorm:**

- ▼ After reading information about Lt. James Reese Europe and the 369th U.S. Infantry Band, engage students in listing names of individuals that they found most interesting.
- ▼ Task each student or pair of students to choose one individual they would like to learn more about.

▶ **Research:**

- ▼ Allow time for students to research more about the individual member of the 369th Regiment (Harlem Hellfighters), focusing on what they find important and interesting about the person.

▶ **Create:**

- ▼ Engage students in creating a presentation through an art form of their choice (write a song, write a poem, create a sculpture, create a painting, etc.) to share what they have learned through their research. Encourage students to highlight works of art created by their chosen person when applicable.