

## FLCHE-TPS Lesson 3 Fourth Grade

### What's in a Song?

#### *It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

<u>Enduring Understandings:</u> <ul style="list-style-type: none"><li>• Music is part of culture.</li><li>• Florida has a unique climate.</li><li>• Ponce de Leon discovered Florida.</li></ul>	
<u>Essential Questions:</u> <ul style="list-style-type: none"><li>• What makes Florida unique from other states?</li></ul>	
<u>Vocabulary/Targeted Skills:</u> blooms- the flower of a plant citron- a pale-yellow fruit, borne by a small tree or large bush bowers- a leafy shelter balmy- pleasantly warm unfurled- to spread out, especially in the wind perennial- existing for a long time vales- valleys hummock- small hills, mounds repose- a state of rest or sleep clime- short for climate	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will create a visual summarizing the history and/or geography of the song <i>Forever Florida!</i>	
<u>Lesson:</u> What's in a Song?	<u>Time:</u> 120 min (2 days)
<u>Standard(s):</u> <u>Florida Social Studies Standards:</u> SS.4.G.1.1: Identify physical features of Florida. SS.4.A.6.3: Describe the contributions of significant individuals to Florida. SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media. SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.  <u>Florida Language Arts Standards:</u> LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. LAFS.4.RL.1.1: Refer to details and examples in a text when explaining what the text says	

explicitly and when drawing inferences from the text.

LAFS.4.RL.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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LAFS.4.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.K12.R.1.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.1.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LAFS.K12.R.2.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LAFS.K12.R.2.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LAFS.K12.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Content Purpose:

Students will use evidence from song lyrics to learn about the history and geography of Florida.

Assessment/Evaluation (for this lesson):

*Primary Source Analysis* worksheet and class discussion

Reading Materials/Primary Source links:

*FOREVER FLORIDA! Words and Music* by A.L. Bennett, 1885 (see attached transcript)

<https://www.loc.gov/item/sm1885.04747>

(PDF Version)

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/states/florida/pdf/music.pdf>

Teacher's Guides and Analysis Tool

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

### Suggested Procedures:

1. Ask students to think about a song they can remember, writing down some of it's words. Ask students to explain how the words help describe the title of the song and what the song is about.
2. Provide students with a copy of the sheet music *FOREVER FLORIDA!* by A.L. Bennett, 1885 along with its transcript.
3. Provide students with a blank copy of the *Primary Source Analysis Tool* worksheet. (Teacher needs a copy of *Analyzing Sheet Music and Song Sheets Analysis Tool*. [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Sheet\\_Music\\_and\\_Song\\_Sheets.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Sheet_Music_and_Song_Sheets.pdf) )
4. Ask students questions found on the teacher's copy of *Analyzing Sheet Music and Song Sheets Analysis Tool*, helping them complete their worksheet, included going over vocabulary words with definitions if necessary. Check for comprehension as needed.
5. Discuss with students how the song helps portray Florida's history and geography, asking students to state specific quotes from the song to support their answer. Write the answers on the board for all the students to see. Check for comprehension as needed.
6. Finally, ask the students to explain why they feel the songwriter named the song *FOREVER FLORIDA!* Check for comprehension as needed.
7. Based on what the students have learned from this activity, have them research supporting primary and secondary sources to use when making a visual representation of the song *FOREVER FLORIDA!* Examples: collage, poster, painting, storybook, etc. (Have someone who can read sheet music play this song on a piano while students do this activity.)

### Extensions:

- Have students research the meaning behind the naming of Florida and compare it to the song and their findings.
- Have student make a map of Florida, with a key, showing their findings from the son in exact locations.

### ***References:***

#### Reading Materials/Primary Source links:

*FOREVER FLORIDA! Words and Music* by A.L. Bennett, 1885- Part of the Library of Congress Collection- *Music from the Nation: American Sheet Music, ca. 1870 to 1885*  
<https://www.loc.gov/item/sm1885.04747>

Library of Congress-Teacher's Guides and Analysis Tool

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

FOREVER FLORIDA!  
Words and Music by L.A. BENNETT.  
(1885)

Sweet Florida in beauty  
Blooms on the ship of state,  
The fairest of the sisterhood,  
The favorite of Fate,  
Home of the lime and lemon  
The orange, citron too,  
Yes every fruit to please the taste  
And flowers to bless the view.

***O Florida forever!***  
***We love her fragrant bowers,***  
***Her luscious fruits,***  
***Her balmy air,***  
***Her lakes and birds and flowers.***  
***Sweet land of light and beauty,***  
***God bless her flag unfurled,***  
***And look with loving favor on***  
***This garden of the world. (4 times)***

Old Ponce de Leon's fountain  
Sends forth perennial streams,  
Through lovely vales,  
and hummock lands,  
More fair than fancy's dreams,  
Through lovely dark unbroken forests  
In Nature's deep repose  
And makes the wild and lonely place  
To blossom as the rose.

***O Florida forever!***  
***We love her fragrant bowers,***  
***Her luscious fruits,***  
***Her balmy air,***  
***Her lakes and birds and flowers.***

***Sweet land of light and beauty,  
God bless her flag unfurled,  
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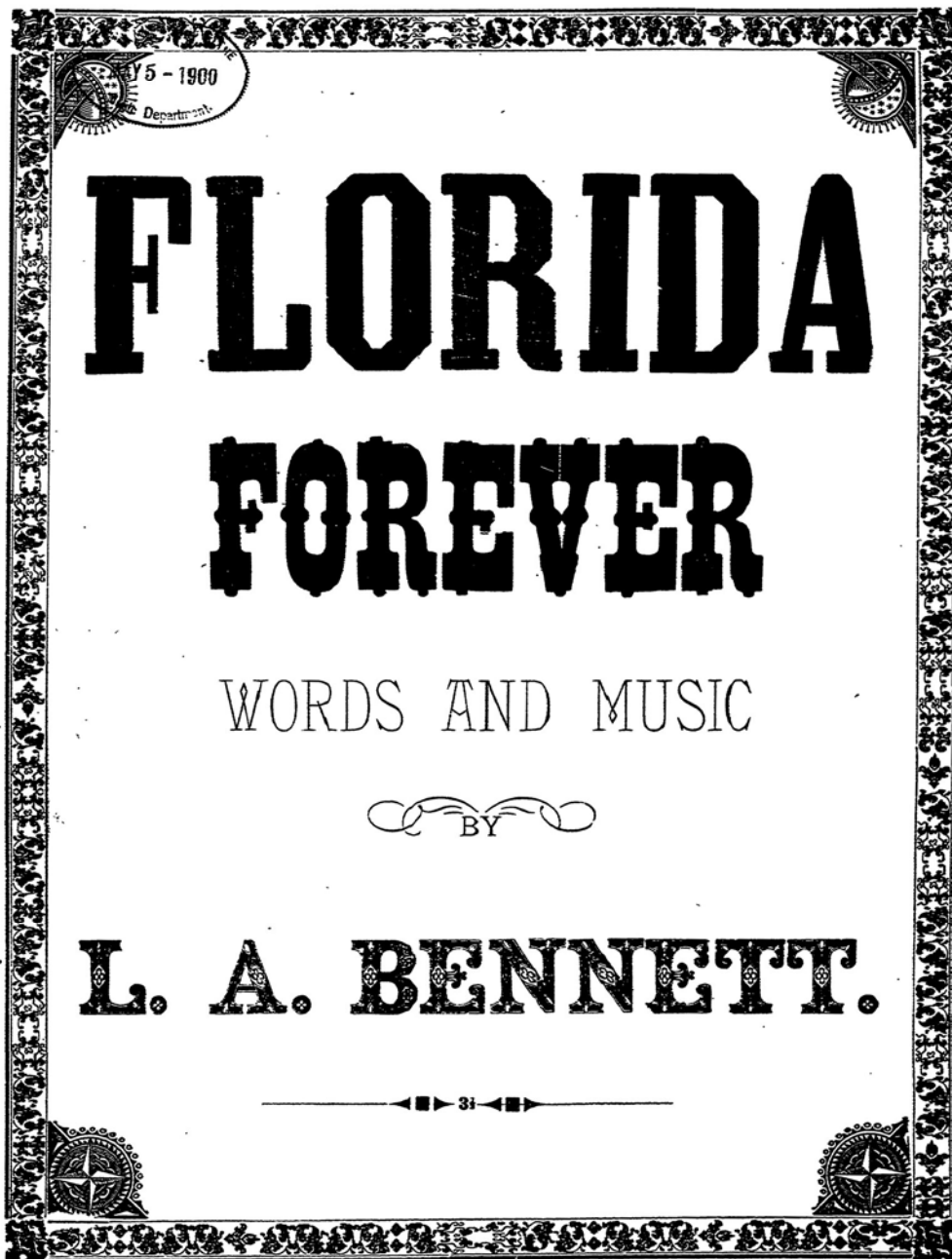
From Maine to California,  
Texas to Oregon,  
We greet within our borders  
Every land beneath the sun,  
To every clime and people  
We give a friendly hand,  
sit beneath our orange trees  
And talk of "Father land".

***O Florida forever!  
We love her fragrant bowers,  
Her luscious fruits,  
Her balmy air,  
Her lakes and birds and flowers.  
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Part of the Library of Congress Collection- *Music from the Nation: American Sheet Music, ca. 1870 to 1885*  
<https://www.loc.gov/collections/american-sheet-music-1870-to-1885/about-this-collection/>  
Direct Link: <https://www.loc.gov/item/sm1885.04747>

*blooms- the flower of a plant  
citron- a pale-yellow fruit, borne by a small tree or large bush  
bowers- a leafy shelter  
balmy- pleasantly warm  
unfurled- to spread out, especially in the wind  
perennial- existing for a long time  
vales- valleys  
hummock- small hills, mounds  
repose- a state of rest or sleep  
clime- short for climate*

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Department

# FLORIDA FOREVER

WORDS AND MUSIC

BY

## L. A. BENNETT.

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# FLORIDA FOREVER!

Words and Music by  
L.A. BENNETT.

PIANO.



Musical notation for the piano introduction, consisting of two staves (treble and bass clef) in a key signature of two flats (B-flat and E-flat) and a common time signature. The music features a steady, rhythmic accompaniment with chords and single notes.



Musical notation for the piano accompaniment, consisting of two staves (treble and bass clef) in a key signature of two flats and a common time signature. The music continues the rhythmic accompaniment from the introduction.

3 From Mai - ne to Cali - for - nia, Tex - as to Or - e - gon, We  
1 Sweet Flo - ri - da in beau - ty Blooms on the ship of state, The  
2 Old Ponce de Le-on's foun-tain Sends forth per-ennial streams, Through



Musical notation for the vocal melody and piano accompaniment. The vocal line is on a single staff with lyrics, and the piano accompaniment is on two staves (treble and bass clef). The key signature remains two flats and the time signature is common time.

Copyright 1885 by L.A. BENNETT.

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greet with-in our bor-ders Ev - ry land beneath the sun, To  
 fair - est of the sis - ter-hood, The fa - vor-ite of Fate, Home  
 love - ly vales, and hummock lands, More fair than fan - cy's dreams, Through

eve - ry clime and peo - - ple We give a friendly hand, Come  
 of the lime and le - - mon The or - ange, cit - ron too, Yes  
 dark un - bro - ken for - - ests In Nature's deep re - pose And

sit beneath our or - ange trees And talk of "Fa - ther land". O  
 ev - ery fruit to please the taste And flowers to bless the view . O  
 makes the wild and lone - ly place To blos - som as the rose . O



CHORUS .

Florida for ever! We love her fragrant bowers, Her lucious fruits Her balmy air, Her lakes and birds and flowers, Sweet

Florida for ever! We love her fragrant bowers, Her lucious fruits Her balmy air, Her lakes and birds and flowers, Sweet

Flo-rida for ever! We love her fragrant bowers, Her lucious fruits Her balmy air, Her lakes and birds and flowers, Sweet

Florida for ever! We love her fragrant bowers, Her lucious fruits Her balmy air, Her lakes and birds and flowers, Sweet

land of light and beauty, God bless her flag unfurled, And look with loving favor on This gar-den of the world .

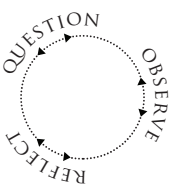
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# TEACHER'S GUIDE

## ANALYZING SHEET MUSIC



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

### OBSERVE

#### Ask students to identify and note details.

Sample Questions:

- Describe what you see on the cover. • What kind of design or image is printed on the document? • Does anything on the page look strange or unfamiliar? • What names or places appear in the lyrics? • Do you see anything on the page besides writing? • What other details do you notice? • If you know the melody, sing or hum it. What do you notice about how it sounds?

### REFLECT

#### Encourage students to generate and test hypotheses about the source.

- What was the purpose of this piece of music? • Who do you think composed it? • Who do you think was intended to sing or play it? • What does the cover tell you about the music? • If it doesn't have lyrics, what instruments were intended to play it? • If you know the melody, how does it add to your understanding? • If someone created this today, what would be different?

### QUESTION

#### Invite students to ask questions that lead to more observations and reflections.

- What do you wonder about...  
who? • what? • when? • where? • why? • how?

### FURTHER INVESTIGATION

#### Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

#### A few follow-up activity ideas:

**Beginning**  
*Have students write a brief description of the song or piece of sheet music in their own words.*

#### Intermediate

*Select a song sheet or piece of music. Speculate about the composer's purpose in creating it, and what he or she expected it to accomplish. Do you think it achieved its writers goals? Explain why you think so.*

#### Advanced

*Think about what you already know about this period in history. How do the lyrics support or contradict your current understanding of this period? How does the song highlight the values or opinions held during this period? How do you think the public reacted to this song?*

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

# PRIMARY SOURCE ANALYSIS TOOL



## OBSERVE

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## REFLECT

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## QUESTION

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## FURTHER INVESTIGATION