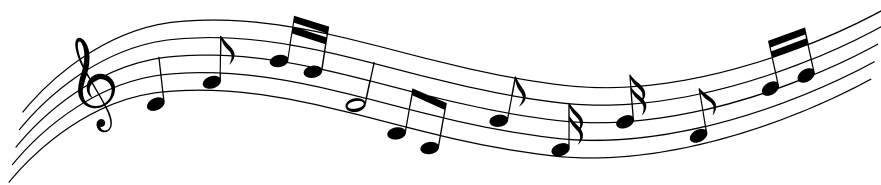




EXPLORE & GROW:
INFLUENTIAL WOMEN
OF TEXAS



2023-2024 Study Guide

www.fwsymphony.org

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CONCERT ETIQUETTE GUIDE

Concert Insight

Orchestras typically play “classical” music, but most people hear orchestra music regularly without even realizing it! Movies, video games, TV shows, and other kinds of musicians like pop singers and rock stars and hip hop artists sometimes perform with orchestras.

The Fort Worth Symphony Orchestra has 68 fully professional musicians who play dozens of concerts together a year.

In a professional orchestra, musicians arrive to the first rehearsal fully prepared to play their parts individually and with knowledge of how their part is supposed to fit within the broader whole. The orchestra practices together one to five times together before they perform. They are like a pro sports team that has practiced together for years — everyone shows up ready to play their part perfectly.

In a professional orchestra, there is a music director, who conducts many of the concerts. For the other concerts, there are guest conductors. Different conductors have different styles and bring out different emotions in the music, sometimes even with the same piece of music.

Sometimes, there will be a soloist, or a musician who stands at the front of the stage to play a concerto, or a long solo part with the orchestra as accompaniment. These players are very, very skilled and travel all over the country or even the world to play with different orchestras.

Etiquette

During a concert, listeners are expected to sit quietly in their seats to enjoy the music and not distract their fellow listeners. They are “sharing” the space with each other. Phones should still be silent, and students are asked to speak quietly to not distract other students or the musicians onstage.

Things to Note: Music and Feelings

Classical music usually doesn't have words. This style is all about the feelings of the music.

Sometimes, the music will be fast and loud and exciting, with the whole orchestra playing together. Sometimes, it will be soft and slow and calming, with smaller groups of musicians playing together.

There is not a "right" way to feel classical music. All emotional responses are valid. Students of all ages can enjoy discussing the feelings of the music and why they think it made them feel that way.

Types of Music

Orchestras usually play more than one piece of music in a concert, and usually the different pieces are different types of compositions. Sometimes the pieces are continuous music, and sometimes they are broken into different sections or "movements."

Often there is an "overture" or a shorter work to kick off the concert.

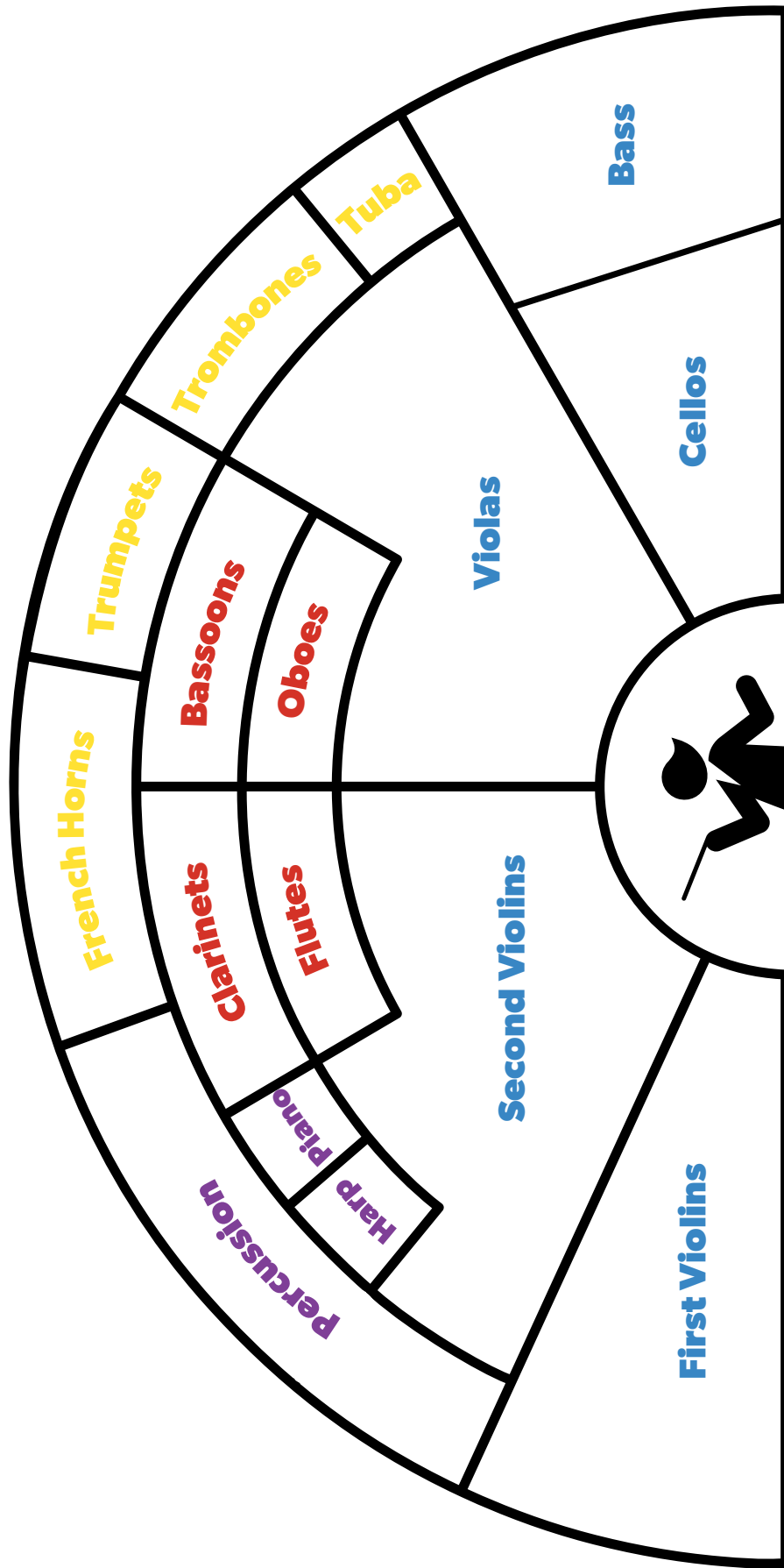
Another regular type of piece is a "concerto," which features one musician at the front of the stage. These often have very fast, difficult passages for the soloists to show off their stuff.

Finally, there is often a "symphony" on the second half of the program. These are generally multiple movements — the movements are meant to take listeners on an emotional journey.

There are many other kinds of pieces, and every program is different.



Classical Orchestra Seating Chart




- String
- Brass
- Woodwind
- Percussion
- Conductor

CONCERT REPERTOIRE

John Phillip Sousa

Daughters of Texas

George Bizet

 *Honoring: Lizzie Johnson*


March of the Toreadors from Carmen

Ludwig van Beethoven

 *Honoring Susana Dickinson*


Leonore Overture No.3 (Excerpt)

Florence Price

 *Honoring: Bessie Coleman*

Juba from String Quartet No. 2

Chabuca Granada (Arr. Alvarez)

 *Honoring: Lydia Mendoza*

Flor de la Canela

Michelle Isaac

Moshe's Dream for Orchestra (Excerpt)

Amy Beach

Symphony No. 1 IV (Excerpt)

MEET THE COMPOSERS

John Philip Sousa

1854-1932



John Phillip Sousa served as the seventeenth director of The President's Own (also known as the United States Marine Band) and is best known for his national march "Stars and Stripes Forever." Referred to as the "The March King," John Philip Sousa was an American cultural hero whose compositions strengthened American nationalism and patriotism while also enhancing American musical prestige. In 1929, John. Philip Sousa composed "Daughters of Texas" At the request of representatives from an all-girl school known as the College of Industrial Arts (later known as Texas Women's University).

Georges Bizet

1838-1875



George Bizet was a French, Romantic composer whose music presented a mastery of musical technique from an early age. Composers of The Paris Conservatoire were so impressed by the musical prodigy that he was offered a place and admitted at age nine. Bizet is best known for his opera Carmen (1875), a four-act opera about Don Jose, a naïve soldier who falls in love with Carmen, a captivating and free-spirited Roma. The "March of the Toreadors" is sung by Escamillo, a handsome bullfighter who steals Carmen's love from Don Jose. This aria marks the beginning of act two, as Escamillo describes his passion for bullfighting and the fame and glory of victory.

Ludwig van Beethoven

1770-1827



Ludwig van Beethoven is one of the most admired and influential composers in the history of Western classical music. At the age of twenty-eight, Beethoven began to lose his ability to hear, and at the age of forty-five became completely deaf. Initially, Beethoven considered his deafness a tragic misfortune; however, the composer never gave up and continued to pursue his passion. Beethoven's musical output carries significant importance to the development of classical music. By the time he died at age fifty-six, Beethoven had produced over seven hundred works.

MEET THE COMPOSERS

Florence Price

1888-1953



Late 19th-century composer Florence Price made a colossal impact in the classical music industry by being the first Black female composer to have a symphony performed by an American orchestra. Like many other famous composers, Price demonstrated exceptional musical skills from a young age; however, she was often cast aside due to her sex and race. A single mother making ends meet, Price entered the Wanamaker Foundation Awards, where she would win both first and third prize for her Symphony in E Minor. This experience catapulted her career as a composer, granting her musical opportunities that defied the racial inequalities that traditionally denied her. "Juba" is the third movement from Price's String Quartet No. 2. Named after the popular African-American dance style, "Juba" incorporates syncopated rhythms (displacement of the strong beat) that mimic dance!

CHABUCA GRANADA

1920-1983



Peruvian singer and composer, Maria Isabel Granda Larco (also known as Chabuca Granda) is remembered as both an iconic Peruvian musical figure, and a female artist that contributed to the development and popularity of Latin Music as a whole. Granda was best known for performing creole waltzes, a traditional Afro-Peruvian folk style of music that was associated with the working class and considered far from "high art." Throughout her career, Granda was extremely intentional about incorporating Afro-Peruvian musical elements into her work despite the depreciation of Afro-Peruvian culture. Through her efforts, Granda would go on creating romantic, beautiful, and expressive musical works like "Flor de la Canela," her most popular piece.

MEET THE COMPOSERS

Michelle Isaac

b. 1991



Michelle Isaac is an up-and-coming composer and orchestrator whose music elicits the imaginative, energetic, and engaging elements of story-telling. As her music increasingly gains attention throughout the United States, Isaac continues to produce authentic and vulnerable music, utilizing the human experience as inspiration for her works. Premiered in May 2022, *Moshe's Dream* was inspired by a dream her ninety-nine-year-old grandfather had about Isaac starting a klezmer band (celebratory music in Jewish communities).

Amy Beach

1867-1944



Female trailblazer Amy Beach is best remembered for being the first American woman to have a symphony performed by a major orchestra and to receive widespread recognition as an orchestral composer. Despite social limitations, Amy Beach blazed an eternal trail for female musicians, taking advantage of her success by advancing and encouraging other American women composers. Her piece, *Symphony No. 1* (also known as the *Gaelic Symphony*), established Beach as a successful female composer and laid the foundations of how we know American music to sound like today.

MEET THE CONDUCTOR

TAICHI FUKUMURA



FWSO Assistant Conductor

Born in Tokyo, Taichi Fukumura was raised in Boston and began music studies at age three on the violin. Professionally trained on the instrument, he received a Bachelor of Music in violin performance from Boston University, studying with Peter Zazofsky. Fukumura received both his Master of Music and Doctor of Musical Arts degrees in orchestral conducting from Northwestern University, studying with Victor Yampolsky.

What Musical Instrument do you play?

I play violin! And also make some noise at the piano to study the music I conduct.

What does your preparation process look like?

It takes hours, days, and weeks of studying for every piece I conduct. The process includes marking up my score with colors and pencils, rulers, and lots of erasers - and singing, tapping, clapping, whatever it takes to internalize the music! I also research to learn about the context of the music, like reading about the composer and the history of the time and place they are from.

What/who inspired you to become a conductor?

I grew up playing the violin and loved making music and meeting friends in the youth orchestras. My teachers - the conductors and coaches - were my first inspirations. They got me thinking about that magical moment when music brings all of us together. So many different instruments in the orchestra combine to create this amazing music, and it's such an exciting process!

Do you have any pre-show rituals?

I try not to have any specific rituals because you never know what situation you'll be in! But whenever I can, I try to find a quiet space to focus. There are a lot of moving parts in every show, and it helps to go in with a clear mind!

What advice would you give to students who aspire to become a conductor?

Be curious! Expose yourself to as much as you can, whether it is going to concerts and watching performances online, reading as much music as you can, or talking with other people who make music to learn what they do! Find the courage to ask questions - and keep asking!

Study Guide Grades 3-4

Learning Objective

Students will understand the integration of orchestral works by diverse composers and American history by studying the cultural contributions of notable women in Texas and their influence on musical compositions. Students will demonstrate their understanding by creating a drawing and using textual evidence to compose a short-written statement summarizing the cultural contributions of at least two women of Texas.

Language Objective

Students will read, write, and orally explain their understanding of the cultural contributions of women of Texas.

Standards: 3.1A, 3.2B, 3.10B, 4.3B, 4.4B, 4.5A, 4.17B

Process Skills: 3.14B, 3.15D; 4.19C, 4.21C

ELPS: 3E, 4D, 5B

↓ **All text in red throughout the study guide are links**

Social Emotional Learning Activity

Teacher Note: These videos will provide you with some background information on Kandinsky and abstract artwork that can come from listening to music:

♪ [Fine Art Frenzy](#) ♪ [Drawing Lines to Music](#) ♪ [Art History for Kids- Kadinsky](#)

Breathing Exercise

We're going to start our learning by listening to one musical selection to help us practice mindful listening to see how music makes us feel. Before we begin, let's get our bodies ready to listen by closing our eyes and sitting up tall like a skyscraper. Let's put our hands on our knees and imagine we are going to blow bubbles. Take a deep breath in through your nose. Blow out through your mouth and imagine you are watching bubbles fly. (Repeat the breathing exercise 2-3 times)

Musical Colors

Let's start off by using the left side of our "Musical Colors" worksheet to draw how the music makes us feel. While you listen to the music use your colors to draw and color. There are no wrong answers. When I stop the music, finish your coloring.

Teacher Note: You will need to model for students how to sit either on the floor or in their chairs. Having students get their bodies ready by sitting appropriately is important for the mindful listening activity. For the coloring have a variety of coloring tools – crayons, colored pencils, markers, etc. You will need to choose one selection to play for about one minute from the [linked playlist.](#))

Have a sharing circle about the mindful listening activity. Encourage students to share with the class their drawing. It's important for students to talk about the colors they chose and any additional shapes they drew.

Teacher Note: Play one different selection for about one minute, then slowly turn down the volume to bring the student's attention back to you.



Musical Colors Continued...

This time I'm going to play another musical selection and you will use any colors you have to draw anything the music makes you feel. While you're listening, remember to breathe in and out deeply and focus on the music.

Think about these things -

- ♪ What pictures do you see in your mind?
- ♪ What colors do you see when you hear the music?
- ♪ How does the music make you feel?

Remember, it's okay if your mind wanders – that's what minds do, but bring your attention back to the music, what you're hearing, and how it makes you feel.

I'm going to start the music now. Use the right side of the "Musical Colors" worksheet to create a drawing with the colors and shapes of how the music made you feel.

As the music stops, slowly open your eyes, and bring your attention back to me. Let's talk about our mindful listening activity. Remember that there are no "wrong" answers.

Teacher Note: Have students share their drawings, talk about the colors/shapes they drew and why they made those choices. Try using these questions in response to your students:

- ♪ What did you hear that made you think of that?
- ♪ Tell me more about what in the music made you feel (happy, sad, lonely, afraid, etc.);
- ♪ Can you add more details to that?
- ♪ What did the composer do to make you think of that?
- ♪ Why do you think the composer wanted us to feel that way?)



Social Studies Activities

Access Prior Knowledge: ["Guess Who?" Game](#)

Teacher Note: Print out pictures before class and have them ready to display. Ask students to tell you who the women are in each photo. Give students a little time to share something they may know about each woman. If they do not know who the woman is, you can tell them who she is and share a fact about her. You may wish to keep a list of share-outs from students on the whiteboard.



Today we are going to learn about some important women of Texas and why they are important. We are going to start by looking at a few pictures of some women you may know. If you know who she is, raise your hand and tell the class her name. If anyone knows something important about the woman, feel free to raise your hand to share what you know with us.



All the women we just saw in the pictures are important and have done something that made them famous. All these women have also impacted current or historical culture.

We are going to start learning about some women in history from Texas that also did certain things that made them famous.



Ed Puzzle - Influential Women of Texas

You can do this as a whole group activity if no individual technology is available for each student. When the videos pause with the questions on display, have students complete a think-pair-share or turn and talk before answering whole group. If a student gives an incorrect answer, allow another student to respond. If no one gets the answer right, replay that portion of the video, and ask the question again before moving on with the video. You will need to input the answer and press "submit" for the video to continue to play.)

We're going to watch some short videos and answer questions as they pop up during the videos. Make sure that you are looking and listening so that you can answer the questions.

Together, we are going to learn about Lydia Mendoza first. If you have questions while we are watching, raise your hand and I will answer you.

Ed Puzzle Continued...

Watch each EdPuzzle video to get a basic understanding of each woman of Texas. Answer the embedded questions to check for understanding. If needed, turn on the closed captioning to help follow along.

♪ [Lydia Mendoza](#), Musician

Answer Key: 1927; 7; \$140; The Lark of the Border

♪ [Bessie Coleman](#), Aviator

Answer Key: Atlanta, Texas; Chicago; She couldn't find a flight school to teach an African-American woman; Queen Bess; Become a pilot

Lydia Mendoza made so many amazing contributions to music, Texas, and the world! Also, without Bessie Coleman, there may not have been women who were comfortable with the idea of becoming pilots! Let's continue learning about two other influential women of Texas: Susanna Dickinson and Lizzie Johnson.



Let's continue learning about other influential women of Texas.

♪ [Susanna Dickinson, Alamo Survivor](#)

Answer Key: 13 days; Gonzales County; The Alamo; A letter

Teacher Note: If you have trouble viewing the EdPuzzle, try searching for 'Copy of SA300: 300 San Antonians: Susanna Dickinson', it looks like [this linked photo](#)

♪ [Lizzie Johnson, Cattle Queen of Texas](#)

Answer Key: Cattle Queen; a writer; 1871; She drove cattle up The Chisholm Trail.

Engage: During the Concert

During the concert, watch live narration and music and listen for connections to the preview activities. You can make mental notes of what you see or hear that you remember from the videos. Your notes may help you with your final activity.

Process: After the Concert

[Influential Women of Texas Matching Activity](#)

Teacher Note: Print and cut out sets of manipulatives before the lesson. The number of sets depends on the number of students you expect to have for your classes.



Now that we have learned about these amazing women in history from Texas, think about how the music you listened to at the concert made you feel about each influential woman. Let's see how well you remember which facts go with which important woman. You will match the picture, name, and description of each woman. Raise your hands when you are finished and I will come to check your work.

Final Activity- Reflection

Access Prior Knowledge: [Writing Handout](#) [Museum Exhibit Handout](#)

Now that you have completed the matching activity, I want you to choose one of the women of Texas that we learned about. In your own words, draw an image to be included in a museum exhibit about your chosen influential woman and write about what contributions she made to history. If you would like to write your answer first, I have a paper for you.

- ♪ Write 2-3 sentences or orally explain the significance of cultural contributions from one woman of Texas that you learned about.

Teacher Note: Students may respond with any of the facts that they saw in the videos or read about. Optional writing handout to print for students.

- ♪ Draw an image that should be included in the museum exhibit for your chosen influential woman of Texas.

Teacher Note: Print the handouts before the lesson for students to put their final museum exhibit information on. Once all students have responded, choose at least two students to share their responses with the whole group. Consider displaying the completed exhibits together.)

Study Guide 5th Grade

Learning Objective

Students will understand the integration of orchestral works by diverse composers and American history by studying the cultural contributions of notable women in Texas and their influence on musical compositions. Students will demonstrate their understanding by using textual evidence to compose a short-written statement summarizing the cultural contributions of at least two women of Texas.

Language Objective

Students will read, write, and orally explain their understanding of the cultural contributions of women of Texas.

Standards: 5.5C, 5.20A

Process Skills: 5.25C

ELPS: 3E, 4D, 5B

↓ **All text in red throughout the study guide are links**

Social Emotional Learning Activity

Teacher Note: You will use the [“feelings in music”](#) worksheet and the [linked playlist for this activity](#).

Feelings in Music

Using the “feelings in music” worksheet have students share with a partner and with the class. Talk about how you feel as well and why you are feeling that way. It’s important for students to talk about why they are feeling a certain way. You will need to model for students how to sit either on the floor or in their chairs. Having students get their bodies ready by sitting appropriately is important for the mindful listening activity.

Choose two short symphony selections from the playlist.



Good morning, students! Today we are going to learn about some important women of Texas and why they are important. We’re going to start our learning by listening to a playlist of musical selections to help us practice mindful listening to see how music makes us feel. Before we begin, let’s get our bodies ready to listen. Let’s start off by using our “Feelings in Music” worksheet to circle the emoji that describes how you feel right now. Share with a partner how you’re feeling and why you are feeling that way. There are no wrong answers. Would anyone like to share with the class how they are feeling?

Now, let’s practice mindful listening by closing our eyes and sitting up tall like a skyscraper. Let’s put our hands on our knees and take a deep breath in and out.

While you’re listening, remember to breathe in and out deeply and focus on the music. Think about these things - “What pictures do you see in your mind?” “How does the music make you feel?” Remember, it’s okay if your mind wanders – that’s what minds do, but bring your attention back to the music, what you’re hearing, and how it makes you feel. I’m going to start the music now.

As the music stops, slowly open your eyes, and bring your attention back to me. Use the [“Musical Emotions” worksheet](#) to create an emoji for how the music made you feel and answer the two questions. Let’s talk about our mindful listening activity. Remember that there are no “wrong” answers.

Feelings in Music Continued...

Use open-ended questions to expand the activity. Try using these questions in response to your students:

- ♪ What did you hear that made you think of that?
- ♪ Tell me more about what in the music made you feel (happy, sad, lonely, afraid, etc.)
- ♪ Can you add more details to that?
- ♪ What did the composer do to make you think of that?
- ♪ Why do you think the composer wanted us to feel that way?



Teacher Note: Play each selection for about one minute each, then after two minutes slowly turn down the volume to bring the student's attention back to you.

Social Studies Activities

Teacher Note: Print out pictures before class and have them ready to display or make the appropriate number of copies of the online version. Ask students to tell you who the women are in each photo. Give students a little time to share something they may know about each woman. If they do not know who the woman is, you can tell them who she is and share a fact about her. You may wish to keep a list of share-outs from students on the whiteboard.)

- ♪ ["Guess Who?" Game printout](#)
- ♪ [Online "Guess Who?" Game](#)

All the women we just saw in the pictures are important and have done something that made them famous. All these women have also impacted current or historical culture.

Whole Group Engagement

Make copies of each reading for the number of students you have or post them online for students to read and highlight along with you. Read the first paragraph of each reading with the students, then they will take turns reading the remaining paragraphs to complete the reading. You can provide them with highlighters, or they can use a pencil, crayon, or marker to underline important points as they read. You will identify important points in the first paragraphs for them to highlight or underline. This is also a way to model for the students what you want them to do.)

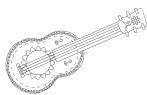
Whole Group Engagement Continued...

Today we are going to learn about some important women of Texas and why they are important. We are going to start by looking at a few pictures of some women you may know. If you know who she is, raise your hand and tell the class her name. If anyone knows something important about the woman, feel free to raise your hand to share what you know with us.

Short Reading Links

- ♪ [Lydia Mendoza](#)
- ♪ [Bessie Coleman](#)
- ♪ [Susanna Dickinson](#)
- ♪ [Lizzie Johnson](#)

Lydia Mendoza, Musician



We're going to read some short passages, about four important women of Texas history. Together, we are going to read about Lydia Mendoza first. I'm going to start by reading the first paragraph aloud and telling you what important facts to highlight or underline. If you have questions while we are reading, raise your hand and I will answer you.

- ♪ Points students need to highlight while reading
- ♪ One of the most talented and popular musicians in the history of Tejano music.
- ♪ At the age of four, she built her own guitar out of wood, nails, and rubber bands.
- ♪ Earning just enough money to pay rent and buy food.

Teacher Note: Once you read the first paragraph, the students will read the rest of the text with their partner/small group and answer the discussion question

What is one important fact everyone should know about Lydia Mendoza?

- ♪ She was one of the most talented and popular musicians in the history of Tejano music.
- ♪ In 1934 she recorded her signature song, "Mal Hombre," for Bluebird Records.
- ♪ She won numerous awards including the National Medal of Arts.
- ♪ She was included in the Tejano Music Hall of Fame.
- ♪ She was included in the Texas Women's Hall of Fame.

SHORT READING ACTIVITY CONTINUED...**Bessie Coleman, Aviator**

Teacher Note: Below are the points students need to highlight while reading

- ↓ First African American woman to become an airplane pilot.
- ↓ She became very successful and still serves as a role model for many young people

Teacher Note: Once you read the first paragraph, the students will read the rest of the text with their partner/small group and answer the discussion question

How did Bessie Coleman learn to fly?

- ↓ Coleman applied to flying school in the United States but was turned down because she was an African American woman.
- ↓ A friend suggested she move to France and attend school there. She did that, and in 1921 she received her pilot's license.

Susanna Dickinson, Alamo Survivor

Teacher Note: Below are the points students need to highlight while reading

- ↓ One of the few people who survived the famous battle of the Alamo in 1836.
- ↓ She was charged with telling Sam Houston about the defeat at the Alamo

What Important information did Susanna Dickinson deliver to Sam Houston?

- ↓ A letter that detailed Mexico's victory at the Alamo

SHORT READING ACTIVITY CONTINUED...

Lizzie Johnson, Cattle Queen of Texas



Teacher Note: Below are the points students need to highlight while reading

- ↓ "Cattle Queen of Texas," highly successful investor in the Texas cattle business,
- ↓ One of the first women to drive cattle up the Chisholm Trail
- ↓ She was a pioneer in prison reform

Teacher Note: Once you read the first paragraph, the students will read the rest of the text with their partner/small group and answer the discussion question

What are two accomplishments that Lizzie Johnson is known for?

- ↓ The first woman who traveled up the legendary Chisholm Trail with a herd of cattle
- ↓ Pioneer of prison reform

Engage: During the Concert

During the concert, watch live narration and music and listen for connections to the preview activities. You can write down things that you see or hear that you remember from the videos. Your notes may help you with your final activity.

Process: After the Concert

Matching Activity [Influential Women of Texas Matching Activity](#)

Make a copy of the matching activity slide, until you have enough for your students to complete the activity with a partner. The number of sets depends on the number of students you expect to have for your classes. For example, if you have 24 students you will need 12 slides.



Think about how the music you listened to at the concert made you feel about each influential woman. Let's see how well you remember which facts go with which important woman. With a partner, you're going to complete the matching activity with a partner by filling in one fact about each woman and one way you think each woman influenced the world. Raise your hands when you are finished and I will come to check your work.

Classroom Museum Exhibit

For this activity choose at least one of the women of Texas that we learned about and tell me in your own words why she is important and how her contributions impacted America. Consider the other influential women you've learned about and how their impacts compare to the influential woman you chose.

Draw one artifact to be included in a museum exhibit about your chosen influential woman and, in your own words, write about what contributions she made to history. If you would like to write your answer first, I have a paper for you.

- ↓ Write one paragraph and be ready to orally explain the significance of cultural contributions from at least one influential woman of Texas that you learned about and how she impacted America.

Teacher Note: Students may respond with any of the facts that they read about. Have notebook paper ready so that you can give it to students who want to write their answers. Once all students have responded, choose at least two students to share their responses with the whole group

- ↓ [Museum exhibit printout](#)

Teacher Note: Print the museum exhibit printout before the lesson for students to put their final museum exhibit artifacts and writing information on. Once all students have responded, choose at least two students to share their responses with the whole group. Consider displaying the completed exhibits together

- ↓ Draw and label one artifact to be included in a museum exhibit about your chosen influential woman that would signify her cultural influences.



Study Guide 6th Grade

Learning Objective

Students will understand the integration of orchestral works by diverse composers and American history by studying the cultural contributions of notable women in Texas and their influence on musical compositions. Students will demonstrate their understanding by using textual evidence to compose a short-written statement summarizing the cultural contributions of at least two Women of Texas.

Students will read, write, and orally explain their understanding of the cultural contributions of women of Texas.

Standards: 6.13A, 6.15D, 6.16A

Process Skills: 6.19C, 6.21B, 6.21D

ELPS: 3E, 4D, 5B

↓ **All text in red throughout the study guide are links**

Social Emotional Learning Activity

Teacher Note: You will use the [“feelings in music”](#) worksheet and the [linked playlist for this activity](#).

Feelings in Music

Using the “feelings in music” worksheet have students share with a partner and with the class. Talk about how you feel as well and why you are feeling that way. It’s important for students to talk about why they are feeling a certain way. You will need to model for students how to sit either on the floor or in their chairs. Having students get their bodies ready by sitting appropriately is important for the mindful listening activity.

Choose two short symphony selections from the playlist.



Good morning, students! Today we are going to learn about some important women of Texas and why they are important. We’re going to start our learning by listening to a playlist of musical selections to help us practice mindful listening to see how music makes us feel. Before we begin, let’s get our bodies ready to listen. Let’s start off by using our “Feelings in Music” worksheet to circle the emoji that describes how you feel right now. Share with a partner how you’re feeling and why you are feeling that way. There are no wrong answers. Would anyone like to share with the class how they are feeling?

Now, let’s practice mindful listening by closing our eyes and sitting up tall like a skyscraper. Let’s put our hands on our knees and take a deep breath in and out.

While you’re listening, remember to breathe in and out deeply and focus on the music. Think about these things - “What pictures do you see in your mind?” “How does the music make you feel?.” Remember, it’s okay if your mind wanders – that’s what minds do, but bring your attention back to the music, what you’re hearing, and how it makes you feel. I’m going to start the music now.

As the music stops, slowly open your eyes, and bring your attention back to me. Use the [“Musical Emotions” worksheet](#) to create an emoji for how the music made you feel and answer the two questions. Let’s talk about our mindful listening activity. Remember that there are no “wrong” answers.

Feelings in Music Continued...

Use open-ended questions to expand the activity. Try using these questions in response to your students:

- ↓ What did you hear that made you think of that?
- ↓ Tell me more about what in the music made you feel (happy, sad, lonely, afraid, etc.)
- ↓ Can you add more details to that?
- ↓ What did the composer do to make you think of that?
- ↓ Why do you think the composer wanted us to feel that way?

Teacher Note: Play each selection for about one minute each, then after two minutes slowly turn down the volume to bring the student's attention back to you.

Social Studies Activities

Teacher Note: Print out pictures before class and have them ready to display or make the appropriate number of copies of the online version. Ask students to tell you who the women are in each photo. Give students a little time to share something they may know about each woman. If they do not know who the woman is, you can tell them who she is and share a fact about her. You may wish to keep a list of share-outs from students on the whiteboard.)

- ↓ ["Guess Who?" Game printout](#)
- ↓ [Online "Guess Who?" Game](#)

All the women we just saw in the pictures are important and have done something that made them famous. All these women have also impacted current or historical culture.

Whole Group Engagement

Today we are going to learn about some important women of Texas and why they are important. We are going to start by looking at a few pictures of some women you may know. If you know who she is, raise your hand and tell the class her name. If anyone knows something important about the woman, feel free to raise your hand to share what you know with us.

Whole Group Engagement Continued...

Make copies of each reading for the number of students you have or post them online for students to read and highlight along with you. Read the first paragraph of each reading with the students, then they will take turns reading the remaining paragraphs to complete the reading. You can provide them with highlighters, or they can use a pencil, crayon, or marker to underline important points as they read. You will identify important points in the first paragraphs for them to highlight or underline. This is also a way to model for the students what you want them to do.)

Short Reading Links

↓ [Lydia Mendoza](#) ↓ [Bessie Coleman](#) ↓ [Susanna Dickinson](#) ↓ [Lizzie Johnson](#)

Lydia Mendoza, Musician



We're going to read some short passages, about four important women of Texas history. Together, we are going to read about Lydia Mendoza first. I'm going to start by reading the first paragraph aloud and telling you what important facts to highlight or underline. If you have questions while we are reading, raise your hand and I will answer you.

Points students need to highlight while reading

- ↓ One of the most talented and popular musicians in the history of Tejano music.
- ↓ At the age of four, she built her own guitar out of wood, nails, and rubber bands.
- ↓ Earning just enough money to pay rent and buy food.

Teacher Note: Once you read the first paragraph, the students will read the rest of the text with their partner/small group and answer the discussion question

What is one important fact everyone should know about Lydia Mendoza?

- ↓ She was one of the most talented and popular musicians in the history of Tejano music.
- ↓ In 1934 she recorded her signature song, "Mal Hombre," for Bluebird Records.
- ↓ She won numerous awards including the National Medal of Arts.
- ↓ She was included in the Tejano Music Hall of Fame.
- ↓ She was included in the Texas Women's Hall of Fame.

SHORT READING ACTIVITY CONTINUED...**Bessie Coleman, Aviator**

Teacher Note: Below are the points students need to highlight while reading

- ↓ First African American woman to become an airplane pilot.
- ↓ She became very successful and still serves as a role model for many young people

Teacher Note: Once you read the first paragraph, the students will read the rest of the text with their partner/small group and answer the discussion question

How did Bessie Coleman learn to fly?

- ↓ Coleman applied to flying school in the United States but was turned down because she was an African American woman.
- ↓ A friend suggested she move to France and attend school there. She did that, and in 1921 she received her pilot's license.

Susanna Dickinson, Alamo Survivor

Teacher Note: Below are the points students need to highlight while reading

- ↓ One of the few people who survived the famous battle of the Alamo in 1836.
- ↓ She was charged with telling Sam Houston about the defeat at the Alamo

What Important information did Susanna Dickinson deliver to Sam Houston?

- ↓ A letter that detailed Mexico's victory at the Alamo



SHORT READING ACTIVITY CONTINUED...

Lizzie Johnson, Cattle Queen of Texas



Teacher Note: Below are the points students need to highlight while reading

- ↓ "Cattle Queen of Texas," highly successful investor in the Texas cattle business,
- ↓ One of the first women to drive cattle up the Chisholm Trail
- ↓ She was a pioneer in prison reform

Teacher Note: Once you read the first paragraph, the students will read the rest of the text with their partner/small group and answer the discussion question

What are two accomplishments that Lizzie Johnson is known for?

- ↓ The first woman who traveled up the legendary Chisholm Trail with a herd of cattle
- ↓ Pioneer of prison reform

Engage: During the Concert

During the concert, watch live narration and music and listen for connections to the preview activities. You can write down things that you see or hear that you remember from the videos. Your notes may help you with your final activity.

Process: After the Concert

Matching Activity

Make a copy of the matching activity slide, until you have enough for your students to complete the activity with a partner. The number of sets depends on the number of students you expect to have for your classes. For example, if you have 24 students you will need 12 slides.

- ↓ [Influential Women of Texas Matching Activity](#)

Think about how the music you listened to at the concert made you feel about each influential woman. Let's see how well you remember which facts go with which important woman. With a partner, you're going to complete the matching activity with a partner by filling in one fact about each woman and one way you think each woman influenced the world. Raise your hands when you are finished and I will come to check your work.

Classroom Museum Exhibit

For this activity choose at least one of the women of Texas that we learned about and tell me in your own words why she is important and how her contributions impacted America. Consider the other influential women you've learned about and how their impacts compare to the influential woman you chose.

Draw two artifacts to be included in a museum exhibit about your chosen influential woman and, in your own words, write about what contributions she made to history. If you would like to write your answer first, I have a paper for you.

- ↓ Write two paragraphs and be ready to orally explain the significance of cultural contributions from at least one influential woman of Texas that you learned about and how she impacted the world.

Teacher Note: Students may respond with any of the facts that they read about. Have notebook paper ready so that you can give it to students who want to write their answers. Once all students have responded, choose at least two students to share their responses with the whole group

- ↓ [Museum exhibit printout](#)

Teacher Note: Print the museum exhibit printout before the lesson for students to put their final museum exhibit artifacts and writing information on. Once all students have responded, choose at least two students to share their responses with the whole group. Consider displaying the completed exhibits together

- ↓ Draw and label one artifact to be included in a museum exhibit about your chosen influential woman that would signify her cultural influences.



"Guess Who?" Game

Directions: Print out each image before class. Hold up each picture and have students guess who it is. If they guess correctly, have them share something they know about her. If no one can guess who she is, you can tell them who the woman is and an important fact about her.

Names of each woman and possible responses

Image 1: Beyonce; is a singer; married to Jay-Z

Image 2: Taylor Swift; a singer

Image 3: Simone Biles; she does gymnastics and has won many Olympic medals

Image 4: Selena Gomez; singer; Disney actress

Image 5: Rosa Parks; Civil Rights activist

Image 6: Dolores Huerta; Civil Rights activist

Image 7: Suni Lee; gymnast who has won many Olympic medals

Image 8: Halle Bailey; singer & actress (live action Little Mermaid)










Image 9: Jenna Ortega; actress





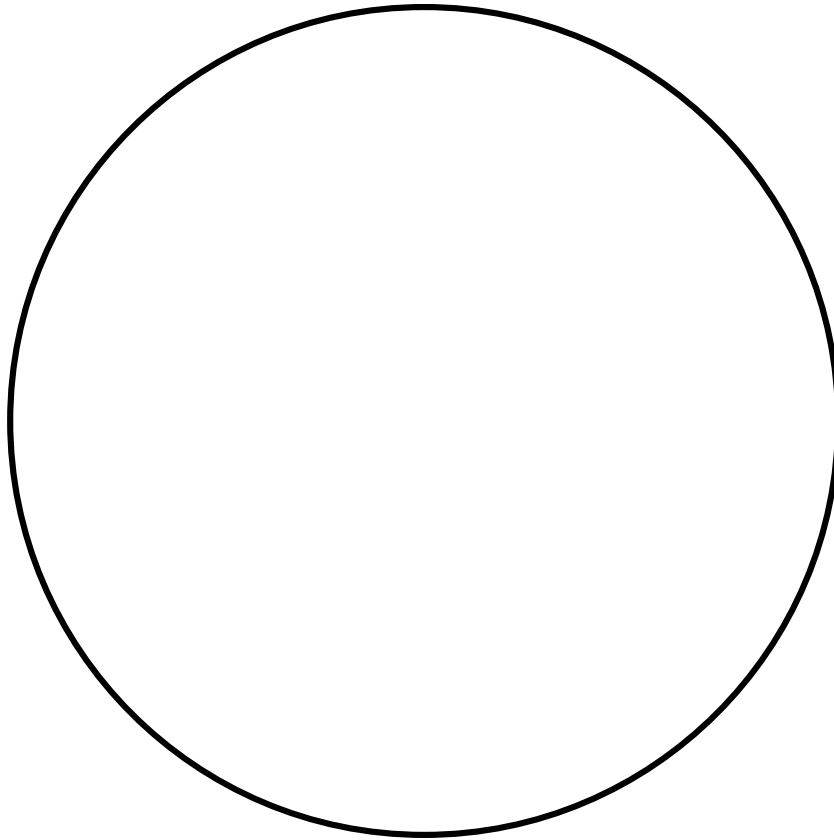
Feelings in Music

Circle the emoji that best represents how you are feeling right now.

<p>Angry</p> 	<p>Bored</p> 	<p>Confident</p> 
<p>Excited</p> 	<p>Silly</p> 	<p>Sad</p> 
<p>Shy</p> 	<p>Happy</p> 	<p>Anxious</p> 

Musical Emotions Representations

Draw an emoji that shows how you felt while listening to the music.



Why did the music make you feel this emotion?

Do you think this is how the musical composer wanted you to feel? Why?

Resource Links

3-4th Grade

Art History for Kids: https://www.youtube.com/watch?v=eg_oTz881GU

Drawing Lines to Music: <https://www.youtube.com/watch?v=eCbyjtIMZfo>

Fine Art Frenzy: <https://www.youtube.com/watch?v=zXnLjy-kj1U>

Musical Colors: https://drive.google.com/file/d/1q6044JKobdExkrCpyZ_zjF2OXEcj3fWg/view

Spotify Playlist: [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRVr)

[v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRVr](https://www.youtube.com/watch?v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRVr)

“Guess Who?” Game: <https://drive.google.com/file/d/13gHhKC6SeVPpa7sbN9BGZsDX7mKqse6P/view>

Lydia Mendoza- Ed Puzzle: <https://edpuzzle.com/media/64b42a2de203f741c1248475>

Bessie Coleman- Ed Puzzle: <https://edpuzzle.com/media/64b4bc59df3a3941bb8c728b>

Susanna Dickinson- Ed Puzzle: <https://edpuzzle.com/media/64b4c705e450f641747f3660>

Lizzie Johnson- Ed Puzzle: <https://edpuzzle.com/media/64b4ca4db2797e418a3ca84c>

Influential Women of Texas Matching Activity:

<https://drive.google.com/file/d/1zSUXzD3qLt6MTiFLX7Q1GJ7SnVR-taF3/view>

Writing handout: <https://drive.google.com/file/d/1xi9COV57QrKeRpGJDFDrQ2UfK2bCigJj/view>

Museum Exhibit handout: <https://drive.google.com/file/d/14XorEcbaMflGidjSu44FPoWafic2pu2/view>

5th Grade

“Feelings in Music”: <https://drive.google.com/file/d/1meReeuXx1tsRIZ0EBxYXv11xdOmHGqZ1/view>

Playlist: [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRVr)

[v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRVr](https://www.youtube.com/watch?v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRVr)

“Musical Emotions”: https://drive.google.com/file/d/1hnpQt5_-gWDWhbBtwseEeGQanearAXTk/view

“Guess Who?” Game: <https://drive.google.com/file/d/13gHhKC6SeVPpa7sbN9BGZsDX7mKqse6P/view>

Online “Guess Who?”:

<https://docs.google.com/presentation/d/1022Fr3hh2z7d7c1WPO89m9dj7TXIXKjhTIH6zzclBiM/edit#slide=id.p>

Lydia Mendoza- short reading: [https://www.womenintexashistory.org/audio/lydia-mendoza/?](https://www.womenintexashistory.org/audio/lydia-mendoza/?vsearch=lydia%20mendo)

[vsearch=lydia%20mendo](https://www.womenintexashistory.org/audio/lydia-mendoza/?vsearch=lydia%20mendo)

Bessie Colman- short reading: <https://kids.britannica.com/kids/article/Bessie-Coleman/442757>

Susanna Dickinson- short reading: <https://kids.britannica.com/kids/article/Susanna-Dickinson/607186>

Lizzie Johnson- short reading: <https://www.womenintexashistory.org/biographies/lizzie-johnson/>

Influential Women of Texas Matching Activity:

[https://docs.google.com/presentation/d/1gkjZZ3pkTWEWhzpW3-1iE9BzNX5wc8-](https://docs.google.com/presentation/d/1gkjZZ3pkTWEWhzpW3-1iE9BzNX5wc8-sqyCg7Tt3Duc/edit#slide=id.g28d5379cd40_0_1)

[sqyCg7Tt3Duc/edit#slide=id.g28d5379cd40_0_1](https://docs.google.com/presentation/d/1gkjZZ3pkTWEWhzpW3-1iE9BzNX5wc8-sqyCg7Tt3Duc/edit#slide=id.g28d5379cd40_0_1)

Optional Handout: <https://drive.google.com/file/d/1GHd8ZJNwKFavBzev2FifD9ufEr7IecHf/view>

6th Grade

"Feelings in Music": <https://drive.google.com/file/d/1meReeuXx1tsRIZ0EBxYXv11xdOmHGqZ1/view>

Playlist: <https://www.youtube.com/watch?v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRvR>

[v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRvR](https://www.youtube.com/watch?v=G55iyXmTPNA&list=PLIVADdu5K39fa0DkuJo2mOCbaGGJUaRvR)

"Musical Emotions": https://drive.google.com/file/d/1hnpQtb5_-gWDWhbBtwsEeGQanearAXTk/view

"Guess Who?" Game: <https://drive.google.com/file/d/13gHhKC6SeVPpa7sbN9BGZsDX7mKqse6P/view>

Online "Guess Who?" Game:

<https://docs.google.com/presentation/d/1Uw2OE5rdPywMuE7CIL5rPj0dIFOQiy5jCMKJ00mp2q0/edit#slide=id.p>

Lydia Mendoza- short reading: <https://www.womenintexashistory.org/audio/lydia-mendoza/?vsearch=lydia%20mendo>

[vsearch=lydia%20mendo](https://www.womenintexashistory.org/audio/lydia-mendoza/?vsearch=lydia%20mendo)

Bessie Colman- short reading: <https://kids.britannica.com/kids/article/Bessie-Coleman/442757>

Susanna Dickinson- short reading: <https://kids.britannica.com/kids/article/Susanna-Dickinson/607186>

Lizzie Johnson- short reading: <https://www.womenintexashistory.org/biographies/lizzie-johnson/>

Influential Women of Texas Matching Activity:

https://docs.google.com/presentation/d/1Wh7wQevOAcsauBGRM12N5zjEXZiHbmAnY9fpYKu__ko/edit#slide=id.p

Artifacts Optional Handout:

<https://drive.google.com/file/d/145Zzs25fQCvdMb8vF0HAQzvJdeHQfQ8J/view>

Photos Resources

https://en.wikipedia.org/wiki/John_Philip_Sousa

<https://www.britannica.com/biography/Georges-Bizet>

<https://www.biography.com/musicians/ludwig-van-beethoven>

<https://www.britannica.com/biography/Florence-Price>

https://en.wikipedia.org/wiki/Chabuca_Granda

<https://www.michelleisaac.com/about>

<https://www.google.com/search?>

[sca_esv=588395872&rlz=1C1RXQR_enUS1067US1067&sxsrf=AM9HkKkn79t7i7yLJmGmDpO_30lcY7IhpQ:1701875925462&q=amy+beach&tbm=isch&source=lnms&sa=X&ved=2ahUKEwjTo_TvjfuCAxUIg2oFHT-wANEQ0pQjegQICxAB&biw=1366&bih=633&dpr=1#imgrc=mBcUZf5Dj9pc6M](https://www.google.com/search?scala_esv=588395872&rlz=1C1RXQR_enUS1067US1067&sxsrf=AM9HkKkn79t7i7yLJmGmDpO_30lcY7IhpQ:1701875925462&q=amy+beach&tbm=isch&source=lnms&sa=X&ved=2ahUKEwjTo_TvjfuCAxUIg2oFHT-wANEQ0pQjegQICxAB&biw=1366&bih=633&dpr=1#imgrc=mBcUZf5Dj9pc6M)