

# Music Time Capsule

## 1. Question & Research Task

Suppose you found a **time capsule** from the year 1812, when our national anthem *The Star Spangled Banner* was composed by Francis Scott Key in Baltimore. According to Merriam Webster's dictionary, a **time capsule** is "a container holding historical records or objects representative of current culture that is placed (as in a cornerstone) for preservation until discovery by some future age."

What historical records or objects do you think this time capsule might contain? What insights could the artifacts inside provide about Baltimore and America in 1812, the life of the composer, and the events which inspired him to write *The Star Spangled Banner*? How could knowing about this history help you to better appreciate the song?

**Given a specific musical composition by your teacher, you will conduct historical research in order to create your own music time capsule!**

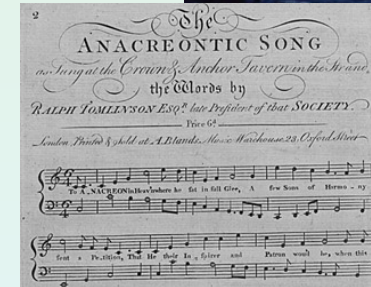
**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**How does knowledge of historical context help us to better appreciate music?**



O say can you see through the  
 what is proudly we hail at the  
 to lose even stripes & bright stars through  
 O'er the ramparts we watch'd, were so  
 And the rocket's red glare, the  
 gave proof through the night that  
 O say does that star spangled banner  
 O'er the land of the free & the home

O'er the shore dimly seen through  
 When the foe's haughty host in  
 What is that which the breeze, o'er  
 As it fitfully blows, half conceals



Artifacts that might be found in a time capsule for *The Star Spangled Banner*. Click or tap an image to learn more.

Image Source: Smithsonian Museum of American History

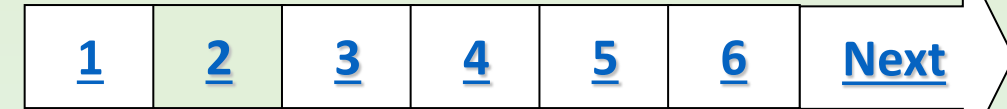
## 2. Information Sources

You will use the databases and a general search engine to conduct your historical investigation of a particular musical composition and complete the Student Activity on Slide 3.

Access the databases below from BCPS Digital Content in the [Apps Portal](#). Your librarian can assist you with using the features of these databases to locate the information you need.



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### Tips for Searching & Locating Information

- Use these [Tips for Strategic Searching](#).
- Use [Skimming & Scanning](#) to quickly locate relevant search results and information.
- If you use a general search engine like Google, [evaluate the websites you find](#) to be sure they are reliable sources of accurate information.

# 3. Student Activity

Use the sources on Slide 2 to gather information and artifacts for a time capsule that will provide historical context for a musical composition. Your teacher will provide some basic information about the music piece to get you started, including:

- **Title** of the music composition
- **Composer's name**
- **Time period** when the music was composed, or when events that inspired the music occurred

Gather information and media artifacts (images, videos, sound files) including [primary sources](#) about important people, places, objects, and events.

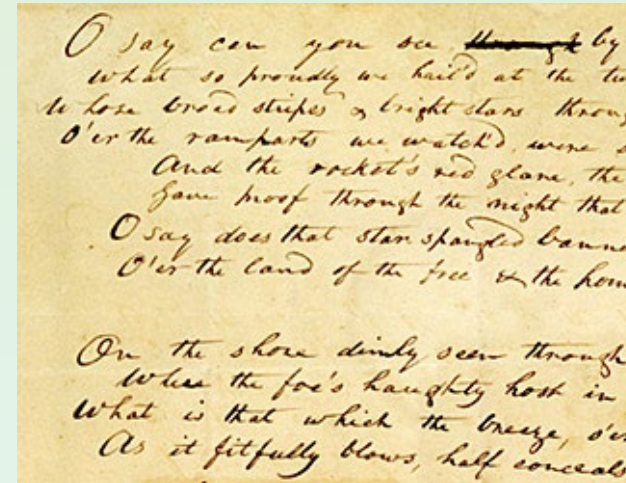
Take notes using a graphic organizer, an outline, notecards, [Noodle Tools](#) or another digital or non-digital method of your choice. Include:

- Biographical information about the composer and other important people associated with the music
- Events related to the music which occurred at the time when it was written, or which inspired the composer
- Where and when these events occurred

Save images, videos, or sound files to a “Music Time Capsule” folder created in your Google Drive. These are your “artifacts.”

Cite your sources for a Works Cited list, using [NoodleTools](#) or another citation tool recommended by your librarian.

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Primary source documents about *The Star Spangled Banner*: Francis Scott Key’s hand-written lyrics (above) and sheet music for the melody he chose (below).

Image Source: Smithsonian Museum of American History





# 4. Assessment Activity

## How does knowledge of historical context help us to better appreciate music?

Use your “artifacts” (images, media files, etc.) to create a **music time capsule**. Use your research notes to explain how these artifacts relate to the music.

Consider using one of these digital tools to curate artifacts in a “virtual” music time capsule:

- [Discovery Ed Board](#)
- **Wixie** (access via Apps Portal)
- **Google Slides**
- **Schoology Media Album**
- Another digital tool approved by your teacher or librarian

You could also use non-digital tools and media, such as:

- Shoebox or other recycled container
- Construction paper, markers
- Printouts of images/text or your own drawings
- Objects representing items related to the music piece
- Your choice, get creative!

Use the **success criteria** on this [rubric](#) to make sure you have achieved your learning goals for this research task.

Then share your Music Time Capsules with your classmates!



Officials in Paris on Dec. 24, 1907, preparing to fill a canister with records of famous opera singers and instrumental pieces. Urnes de l'Opéra — 1907

### [From a Vault in Paris, Sounds of Opera 1907](#)

Image Source: New York Times

# 5. Enrichment Activities

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In 2015, contractors in Baltimore unearthed a 200-year-old time capsule containing a newspaper from 1815 and memorabilia. Select the image to see the news clip.

Image Source: CNN

- If you were to create a personal/family time capsule for someone to discover in the future, what artifacts would you put inside?
- What would the contents reveal about you and your life?
- Would you include music?

Use this resource to [Make a Family Time Capsule](#).

# 6. Teacher Resources

## Learning Standards Alignment

### [Maryland Fine Arts Standards](#) for Music

**Indicator 7A:** Select musical programs for listening, and demonstrate connections to interests, experiences, and purposes.

**Indicator 7B:** Demonstrate, describe, and compare the structure, use of musical elements, and context (social, cultural and historical) in a variety of musical pieces.

**Indicator 8A:** Describe and support personal interpretations of music and analyze how use of musical elements, attention to context, and artistic qualities convey intent.

**Indicator 11A:** Describe and justify how music is a form of personal, societal, cultural, and historical communication and expression.

### [Common Core State Standards for English Language Arts & Literacy](#)

**Reading: 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.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**[AASL Standards Framework for Learners](#)** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

- I.A.2 Recalling prior and background knowledge as context for new meaning.
- Create: Learners engage with new knowledge by following a process that includes:
- I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.
- Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:
- I.C.1 Interacting with content presented by others.
- Grow: Learners participate in an ongoing inquiry-based process by:
- I.D.2 Engaging in sustained inquiry.

### **[P21 Framework: 21<sup>st</sup> Century Student Outcomes](#)**

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

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## Middle School Instrumental Music

**Objective:** Students will conduct brief, focused research in order to create a “time capsule” containing artifacts which explain the historical context for a musical composition.

**Time Frame:** 2-3 class periods

### Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) in the Apps Portal included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for as needed.
- Refer to [K-12 Research Guides](#) for 21<sup>st</sup> century skill builders & tools as needed to customize or personalize learning.

### Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Consider using the [Schoolology Assignment Apps](#) feature to assign Microsoft/Google Docs for students to access, edit, and submit through Schoolology.