My Country ‘Tis of Thee: How One Song Reveals the History of Civil Rights

Janie Hubbard
Adam Caldwell
Paige Moses
Ben Reed
Kristen Watts
Brooklyn Wood
The University of Alabama

My Country ‘Tis of Thee: How One Song Reveals the History of Civil Rights offers insights into the historic significance of the song’s familiar melody as an instrument for change. Protesting for freedom is universal, and songs have long provided a sense of solidarity and a means to communicate messages for protesters with strong beliefs about various causes. By hearing an instrumental recording, students first engage in an activity to identify the song, which, since 1831, has been known as “America” to many in the USA. Students become familiar with concepts and historic people named throughout the book by manipulating and sorting concept cards. Using historic events depicted in the book, students create timelines using a technological timeline tool. Then, after listening to a read-aloud of the book, they use clues to match different sets of lyrics with corresponding historical events. Civil rights history is revealed through different lyrics of this song.

Title and Author of NCSS Notable Trade Book:

My Country ‘Tis of Thee: How One Song Reveals the History of Civil Rights
Author: Claire Rudolf Murphy
2015 Notable Trade Book for Young People
New York, New York: Henry Holt Company
Recommended for Grade Levels 5-7
Lesson Time – 2 hours

Book Summary:

“My Country ‘Tis of Thee” is a well-known song claimed by United States citizens as “America,” since 1831, to honor freedoms. The book records the many lyric adaptations of this melody. With different lyrics, the song has been used to accompany protests, civil rights movements, revolution, and war. Starting with King George II, the song traces important historical events including the American Revolution, slavery, Civil War, Emancipation Proclamation, labor protests, immigrant assimilation, women’s suffrage, Native American citizenship rights, and the African American Civil Rights Movement. The book includes extensive source notes, bibliography, further resources, and musical links.
| NCSS Standards: | 1. Culture  
2. Time, Continuity, & Change  
3. Civic Ideals & Practices |
|-----------------|---------------------------------------------------------------|
| Materials:      | **Exploration Phase:**
|                 | 1. White board and white board markers for teacher.  
|                 | 2. Link to “My Country ‘Tis of Thee” instrumental music (*see link in Resources*).  
|                 | **Development Phase:**
|                 | 3. One whiteboard and marker for teacher  
|                 | 4. One set of cards (Appendix A) for each small group of two or three students (hereafter called group)  
|                 | 5. One pair of scissors for teacher  
|                 | 6. Envelopes or plastic baggies to use as containers for each set of cards  
|                 | 8. One computer with Internet per group  
|                 | 9. Online timeline tool link (*see link in Resources*)  
|                 | 10. Option for #7 and #8: large white paper, pencils, and water markers for each group  
|                 | 11. One copy of Appendix B per group  
|                 | 12. One copy of Appendix E for teacher  
|                 | **Expansion Phase:**
|                 | 13. One copy of Appendix C  
|                 | 14. One pair of scissors to cut Appendix C into lyric cards  
|                 | 15. One lyrics card cut from Appendix C for each group  
|                 | 16. One copy of Appendix B for each group  
|                 | 17. Students will need the timelines that they created during the lesson’s Development Phase  
|                 | 18. One rubric (Appendix D) per student |
| Objectives:     | **Exploration Phase:**
|                 | 1. Students will demonstrate their prior knowledge of the song, “My Country ‘Tis of Thee,” after hearing the melody, through participating in a whole-class discussion.  
|                 | **Development Phase:**
|                 | 2. Students will prepare for the upcoming lesson by engaging in a card sorting activity using concepts and ideas contained within the book.  
|                 | 3. Students will listen to a read-aloud of the book and discuss each historical event as it is presented. Examples include American Revolution, slavery, Civil War, Emancipation Proclamation, labor protests, immigrant assimilation, women’s suffrage, Native American citizenship rights, and the African
<table>
<thead>
<tr>
<th>Expansion Phase:</th>
<th>4. Students will create a timeline of historical events mentioned in the book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Students will work within small groups to identify different song lyrics matching certain historical events. See Appendix C for song lyrics.</td>
<td></td>
</tr>
<tr>
<td>6. After matching song lyrics with historical events, groups will present the lyrics to the class, interpret the lyrics, and explain why they match.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures:</th>
<th>Note: Before the lesson, copy one set of concept cards (Appendix A) for each group of two or three students. Cut the cards and place each set in an envelope or plastic baggie to separate the card sets. Consider numbering each card set on the backs of cards and also numbering the containers. This will save time if someone accidentally places a set of cards in the wrong container or if a card is lost and needs to be replaced for the following year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration/Introduction:</td>
<td>1. Play “My Country ‘Tis of Thee” music without lyrics (see music link in Resources).</td>
</tr>
<tr>
<td>2. Ask students the following questions: What do you think the song’s title might be? Do you know any of the song’s words? If so, which words do you know? What message do you think the words convey or what is the significance of the song?</td>
<td></td>
</tr>
<tr>
<td>3. Record all students’ responses on a whiteboard.</td>
<td></td>
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<tr>
<td>4. Assessment</td>
<td></td>
</tr>
<tr>
<td>1. For students, briefly outline the procedures in the Development and Expansion Phases of the lesson and explain the purpose of the lesson. The lesson’s purpose is to demonstrate how protection of freedom is a universal reaction to unfair civil rights practices. Historically and in contemporary life, songs provide a sense of solidarity and a way to communicate a message for protesters with strong beliefs about various civil rights causes.</td>
<td></td>
</tr>
<tr>
<td>2. Separate the class of students into groups of two or three, and give each group a set of concept cards.</td>
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</tr>
<tr>
<td>3. Have students work together to categorize the cards in any way they choose. Also, have them to make a special “NOT SURE” place on their work space for concepts they may not know.</td>
<td></td>
</tr>
<tr>
<td>4. After the card sort activity, ask each group to explain, to the class, how they sorted their cards. A great deal of discussion</td>
<td></td>
</tr>
</tbody>
</table>
about the words is likely to ensue, and students will hear the words multiple times in different ways.

5. Have groups share the concepts placed in the “NOT SURE” space. On the whiteboard, make a list of the concepts or ideas.

6. After the “NOT SURE” list is complete, discuss those concepts and their meanings with students. Encourage clarification questions (see online dictionary link in Resources for use as needed).

7. At this point, students should be able to recognize the people and concepts in the book. The card sort activity will prepare students to place the book’s events and lyrics in context.

8. Play the instrumental version of the song again, so students may hear the melody. Explain that you will read the book aloud, and whenever students see various lyrics to the song, they might visualize the lyrics being sung with the same melody.

9. Read the book, My Country, ‘Tis of Thee: How One Story Reveals the History of Civil Rights, aloud to students. Stop often to discuss historical events unfolding throughout the book. Have students pay close attention to each historical event and the lyrics matching the event. Assist students’ ability to relate the significance of the lyrics with each historical event. Show students clues in the lyrics, explaining what each set of lyrics meant to the protesters. For example, page 16 explains that, during the Revolutionary War, loyalists continued to sing “God Save the King”; however, Revolutionary soldiers shouted opposing verses as they marched into battle. The soldiers’ lyrics are:

   God save the Thirteen States!
   Long rule the United States!
   God save our States!
   Make us victorious;
   Happy and glorious;
   No tyrants over us!
   God save our States!

These are clues that singers were Revolutionary patriots and soldiers: “Thirteen States”; “United States”; “victorious”; “No tyrants over us.”

Sample Questions to ask:

- What tells us this is a protest song?
- How do we know who is protesting?
- What clues tell us that, even though these people were still at war, they believed they had already won?
- Why do you believe these people needed this particular song?

10. After the book read-aloud discussion, place small groups at
each computer with an Internet connection. Write the website for a timeline maker on the whiteboard and have students access this site (see timeline tool link in Resources).

11. If students have not been taught the skill of creating a timeline in earlier grades, show a visual of a timeline, explaining its purpose, and modeling how to create one (see Appendix E).

12. The Read Write Think timeline maker tool is child-friendly, free, and does not require a username and password. Using this tool, students may also save unfinished timelines and return later to edit or complete them.

13. Distribute Appendix B. Ask student groups to create timelines using the historical events and dates located on Appendix B.

14. Explain that information placed on timelines does not need to be written verbatim; however, dates and brief summaries for historical events should be included.

Note. A timeline example for the teacher is included with this lesson plan as Appendix E. Creating a timeline will allow students an opportunity to read, discuss, and manipulate historic information included in this book. If you do not have access to computers, students may create timelines with butcher paper, pencils, and water markers.

Closure: Before moving to the Expansion Phase of the lesson, review what students have learned so far. Encourage all students to ask questions and clarify misconceptions.

15. Assessment

Students will be monitored on their ability to 1) participate in a card sort activity, 2) listen to a read-aloud and participate in a discussion about the contents, 3) create a timeline of historic events mentioned in the book.

Note: Before starting the Expansion Phase of the lesson, make one copy of Appendix C and separate lyrics cards by cutting them apart with scissors. Appendix C contains sets of lyrics printed in the book.

1. Explain the procedures and scoring rubric (Appendix D) to make students aware of grading criteria. Encourage clarifying questions about grading criteria before students begin.

2. Separate the class into small groups of two or three.

3. Give each group one of the lyrics cards taken from Appendix C.

4. Ask groups to use Appendix A and the timelines they created during the Development Phase to discuss and match a set of lyrics with one of the historical events.

5. After matching lyrics with historical events, ask groups to present the lyrics to the class, interpret the lyrics, and explain why the students believe they have selected the correct
historical event to match the lyrics.

6. Students will answer the following questions:
Questions:
- What clues in the lyrics helped you make this match? (analysis)
- What other evidence, from the historical events, helped you make this match? (analysis)
- What do the lyrics mean? (interpretation)
- What message do the lyrics convey? (interpretation)
- Why do you believe the protesters chose these specific words? (evaluation)
- Why do you think the protesters needed this particular song? (evaluation)

7. Lesson summary
In this lesson, different lyrics of a song, known as “America” to many in the USA, revealed civil rights history in this country. Starting with King George II, the song traces important historical events including the American Revolution, slavery, Civil War, Emancipation Proclamation, labor protests, immigrant assimilation, women’s suffrage, Native American citizenship rights, and the African American Civil Rights Movement.

8. Assessment
- A rubric (Appendix D) will be used to score each student’s ability to a) work with a small group to reach a conclusion, b) match lyrics with a historical event, c) interpret a set of lyrics, d) provide clues from the lyrics that support students’ choices used in making matches, and e) supply information from the historic event match to support each student’s decisions.
- Teacher will be able to check students’ matches by looking at the page number which is typed on each lyrics card. By reviewing the book’s page, the teacher may readily see the historical event matching the set of lyrics (see Appendix C).

Students will be asked a series of thinking questions:
- What clues in the lyrics helped you make this match (analysis)
- What other evidence from the historical events helped you make this match? (analysis)
- What do the lyrics mean? (interpretation)
- What is the lyrics’ message? (interpretation)
- Why do you believe the protesters chose these specific words? (evaluation)
### Assessment:

This lesson briefly introduces students to several historic civil rights topics. The lesson contains ongoing assessments in each phase; however, historic topics require elaboration. Free-choice exploration and assessment is used.

1. Each student will create a personalized learning contract to research and present detailed information about a topic of choice from the lesson (see Appendix B).
2. Each contract will include the following components:
   - Start with “I would like to learn more about this…”
   - Resources chosen by the learner and approved by the teacher
   - Work behaviors
   - Authentic audience for the student’s work
   - Communication or presentation style (e.g., website, digital story, poster, radio show, role-play, song, report, readers’ theater)
   - Assessment criteria
   - Signed and dated by the student and teacher
3. Assessment criteria is agreed upon by student and teacher, and may include elements of Project-Based Learning (PBL) such as:
   - What is the product to create
   - What kinds of subject matter content should be included
   - What are expectations of publishing, performance, or presentation
4. Evaluators emphasize growth and improvement through personalized feedback.
   - “I Like That” Critique: I like that…, I wonder if…, Best next steps might be…
   - “Rose, Thorn, Bud” Critique: Address the good (rose), the bad (thorn), and the bud (may be a good idea but needs work).
5. If grades are needed for the lesson, Appendix D – Expansion Phase Student Scoring Rubric may be used.

### Suggested Extension

1. Have students write their own lyrics to this melody and share with the class. Then, post them to the book author’s website.
### Activities:

1. (see link in Resources).
2. Give students a complete version of “America” lyrics written by Samuel Francis Smith. Have students use what they have learned to interpret all four verses of the song (see complete song printed inside the front and back covers of the book).
3. Allow students to select one of the historical events from the book, engage in further research, and report details to the class.
4. Create a class timeline with pictures and text to place on a bulletin board or mural. Use the extended detailed information that students researched to complete the timeline.
5. Create a class civil rights website. Place historical information, lyrics, and timelines. Include musical links from the author’s website (see link in Resources).
6. Using the lyrics cards (Appendix A) practice singing all songs.

### Additional References


### Digital Resources


### Notes:

‘Tis of Thee = "it is of you, My country...sweet land of liberty...it is to you that I sing”.

### Book Extras:

pp. 42-43 – Extensive Source Notes
p. 44 – Bibliography, Further Resources, and Musical Links.
Appendix A

Cards for Development Phase Student Card Sort Activity

<table>
<thead>
<tr>
<th>daughters</th>
<th>Sons</th>
</tr>
</thead>
<tbody>
<tr>
<td>king</td>
<td>Prince</td>
</tr>
<tr>
<td>sires</td>
<td>black or white</td>
</tr>
<tr>
<td>fathers</td>
<td>pilgrims</td>
</tr>
<tr>
<td>‘Tis of Thee</td>
<td>money ring</td>
</tr>
<tr>
<td>soldiers</td>
<td>loyalists</td>
</tr>
<tr>
<td>tyrant</td>
<td>millionaire</td>
</tr>
<tr>
<td>Yankee</td>
<td>Rebel</td>
</tr>
<tr>
<td>offspring</td>
<td>Farmers</td>
</tr>
<tr>
<td>Southern</td>
<td>Northern</td>
</tr>
<tr>
<td>immigrants</td>
<td>labor activist</td>
</tr>
<tr>
<td>Revolutionary</td>
<td>Bonnie Prince Charlie</td>
</tr>
<tr>
<td>soldiers</td>
<td></td>
</tr>
<tr>
<td>franchise</td>
<td>trumpet</td>
</tr>
<tr>
<td>called to arms</td>
<td>in vain</td>
</tr>
<tr>
<td>gracious</td>
<td>Noble</td>
</tr>
<tr>
<td>victorious</td>
<td>Freedom</td>
</tr>
<tr>
<td>glorious</td>
<td>Vile</td>
</tr>
<tr>
<td>Presbyt’ry</td>
<td>Scotland</td>
</tr>
<tr>
<td>war</td>
<td>Rival</td>
</tr>
<tr>
<td>Feckie</td>
<td>Reign</td>
</tr>
<tr>
<td>Abigail Adams</td>
<td>George Washington</td>
</tr>
<tr>
<td>All-glorious</td>
<td>Woman</td>
</tr>
<tr>
<td>female</td>
<td>Americans</td>
</tr>
<tr>
<td>Boston</td>
<td>Philadelphia</td>
</tr>
<tr>
<td>British</td>
<td>the Atlantic</td>
</tr>
<tr>
<td>slaves</td>
<td>abolitionist</td>
</tr>
<tr>
<td>Wales</td>
<td>Britain</td>
</tr>
<tr>
<td>Abraham Lincoln</td>
<td>Lincoln Memorial</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td>Washington, D.C.</td>
</tr>
<tr>
<td>Marian Anderson</td>
<td>Constitution Hall</td>
</tr>
<tr>
<td>Constitution</td>
<td>Barack Obama</td>
</tr>
<tr>
<td>civil rights</td>
<td>Protest</td>
</tr>
<tr>
<td>liberty</td>
<td>citizenship</td>
</tr>
<tr>
<td>Aretha Franklin</td>
<td>Native American</td>
</tr>
<tr>
<td>Civil War</td>
<td>patriotic</td>
</tr>
<tr>
<td>Additional Words and Concepts:</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>fame</td>
<td>ravished</td>
</tr>
<tr>
<td>Effalgence</td>
<td>O’er</td>
</tr>
<tr>
<td>‘gainst</td>
<td>Ancient of days</td>
</tr>
<tr>
<td>thou</td>
<td>rouse</td>
</tr>
<tr>
<td>resound</td>
<td>native</td>
</tr>
<tr>
<td>partake</td>
<td>prolong</td>
</tr>
<tr>
<td>pleas</td>
<td>Freedom’s band</td>
</tr>
<tr>
<td>toil’d</td>
<td>templed</td>
</tr>
<tr>
<td>Declaration of Independence</td>
<td>declare</td>
</tr>
</tbody>
</table>
Appendix B

Development Phase Information for Student Timeline Activity

1745 – Supporters of King George II of Britain protested an uprising against the king.
1745 – From Scotland, Charles Edward Stuart (Bonnie Prince Charlie) led an unsuccessful uprising against King George II in efforts to become King of Britain.
1754-1763 – French and Indian War was fought between Great Britain and France. The site of the fighting was North America. The British won the war.
1765 – The British motherland was taxing the colonists for paper, tea, and stamps.

Loyalists supported King George III; however, the colonists in the 13 American colonies protested the taxes.

July 1776 – Declaration of Independence
1775-1783 – American Revolutionary War between Great Britain and 13 American colonies.
1789 – Free Americans serenaded President George Washington at his inauguration.
1831 – Samuel Frances Smith wrote a patriotic version of the song known as “America.”
1831-1861 – Abolitionists wrote protest lyrics to end slavery.
1861 – Northern and Southern soldiers sang competing versions of the song.
1863 – Abraham Lincoln – Emancipation Proclamation celebration of freedom.
1868 – Women’s Suffrage – Protesting for voting rights.
1870 – Freedom’s sons of color – Protesting for voting rights.
1870-1900 – Labor activists protested for better working conditions, higher pay, and an eight-hour work day.
1900 – Immigrants began arriving in the U.S. in great numbers. Immigrant school children were required to show their loyalty to the U.S. by singing “America” and reciting the Pledge of Allegiance each morning.
1919 – Native Americans protested for U.S. citizenship rights.
1939 – Opera star, Marian Anderson, was not allowed to sing in Constitution Hall because she was an African American. So, she sang on the steps of the Lincoln Memorial for 75,000 people.
1939 - As a child, Martin Luther King, Jr. listened to Marian Anderson’s performance on the radio and became inspired to be an activist.
1944 – 15-year-old Martin Luther King won a speech contest. The name of his speech was “The Negro and the Constitution.” The speech was inspired by Marian Anderson’s 1939 singing performance.
1963 – Martin Luther King, Jr. spoke about the song at the March on Washington.
2008 – Aretha Franklin sang the song at Barack Obama’s presidential inauguration.
2015 – What historic moment, in your life, do your lyrics represent?
### Expansion Phase Lyrics Cards for Student Matching Activity

<table>
<thead>
<tr>
<th>Page</th>
<th>Lyrics</th>
</tr>
</thead>
</table>
| p.8  | God save our gracious King  
  Long live our noble King;  
  Send him victorious,  
  Happy and glorious,  
  Long to reign over us,  
  God save the King. |
| p.9  | God bless the prince, I pray,  
  God bless the prince, I pray,  
  Charlie I mean;  
  That Scotland we may see  
  Freed from vile Presbyt’ry  
  Both George and his Feckie,  
  Ever so, Amen  
  Note: Feckie is the nickname for Frederick, Prince of Wales |
| p.10 | Come, Thou Almighty King  
  Help us Thy name to sing,  
  Help us to praise.  
  Father! All-glorious  
  O’er all victorious  
  Come, and reign over us  
  Ancient of days |
| p.13 | Fame, let they Trumpet sound  
  Rouse all the World Around,  
  With loud alarms!  
  Fly hence to Britain’s land,  
  Tell George in vain his Hand  
  Is raised ‘gainst FREEDOM’S Band.  
  When call’d to arms. |
|      | God save the Thirteen States!  
  Long rule the United States!  
  God save our States!  
  Make us victorious;  
  Happy and glorious;  
  No Tyrants over us;  
  God save our States! |
<table>
<thead>
<tr>
<th>Page</th>
<th>Poem</th>
<th>English Translation</th>
</tr>
</thead>
</table>
| p. 14 | *Hail, thou auspicious day!*  
*Far let America*  
*Thy praise resound:*  
*Joy to our native land!*  
*Let ev'ry heart expand,*  
*For Washington’s at hand,*  
*With glory crown’d!* | *
| p. 16 | *God save each Female’s right,*  
*Show to her ravished sight*  
*Woman is Free;*  
*Let Freedom’s voice prevail,*  
*And draw aside the veil,*  
*Supreme Effulgence hail,*  
*Sweet Liberty.* | *
| p. 19 | *My native country, thee,*  
*Land of the noble free,*  
*They name I love.*  
*I love thy rocks and rills.*  
*They woods and templed hills;*  
*My heart with rapture thrills*  
*Like that above.* | *
| p. 20 | *My country, ‘tis for thee,*  
*Dark land of slavery,*  
*For thee I weep.*  
*Land where the slave has sighed,*  
*And where he toil’d and died,*  
*To serve a tyrant’s pride,*  
*For thee I weep.* | *
| p. 23 | *Let music swell the breeze,*  
*And ring from all the trees*  
*Sweet freedom’s song.*  
*Let mortal tongues awake;*  
*Let rocks their silence break,*  
*The sound prolong.* | *
| p. 24 | *Then, ‘mid the cannon’s roar*  
*Let us Sing evermore.*  
*God Save the South!*  
*Ours is the soul to dare;*  
*See, our good swords are bare—* | *
We will be free, we swear!
God save the South!

Come sing a cheerful lay,
And celebrate this day
Throughout the land.
Oh! Let us joyful be,
For freedom's sons are we,
In this land now the free
At thy command.

My country, 'tis of thee,
Once land of liberty,
Of thee I sing.
Land of the Millionaire;
Farmers with pockets bare;
Caused by the cursed snare-
The Money Ring.

I love thine inland seas,
They groves of giant trees,
Thy rolling plains;
Thy rivers' mighty sweep,
Thy mystic canyons deep,
Thy mountains wild and steep,
All thy domains.

Our country, now from thee
Claim we our liberty,
In freedom's name.
Guarding home's altar fires,
Daughters of patriot sires,
Their zeal our own inspires,
Justice to claim.

My country! 'Tis of thee,
Sweet land of Liberty,
My pleas I bring.
Land where OUR fathers died,
Whose offspring are denied
The Franchise given wide,
Hark, while I sing.

My country, 'tis of thee,
Sweet land of liberty,
<table>
<thead>
<tr>
<th>p.37</th>
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</table>
| For thee we sing.  
Land where my fathers died!  
Land of the pilgrims’ pride!  
From every mountainside,  
Let freedom ring! |

<table>
<thead>
<tr>
<th>p. 39</th>
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</table>
| This will be the day  
When all of God’s children  
Will be able to sing with new meaning  
“My country, ‘tis of thee,  
sweet land of liberty, of thee I sing…”  
Note: This is not a song. It is part of a speech |

<table>
<thead>
<tr>
<th>p. 40</th>
</tr>
</thead>
</table>
| Our fathers’ God, to Thee,  
Author of liberty,  
To Thee we sing.  
Long may our land be bright,  
With freedom’s holy light;  
Protect us by Thy might,  
Let freedom ring! |
Appendix D
Expansion Phase Student Scoring Rubric

My Country ‘Tis of Thee: How One Song Reveals the History of Civil Rights
By Claire Rudolf Murphy

Student’s Name: ___________________________  Final Score: ___________/50

Objective 1:
Students will work with partners to identify which song lyrics match certain historical events.

Objective 2:
After matching lyrics with historical events, partners will present the lyrics to the class, interpret the lyrics, and explain why they match.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>10 - Mastery</th>
<th>8-9 - Good</th>
<th>6-7 – Improvement Needed</th>
<th>0-5 - Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Accurately Matched Lyrics with Historic Event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Accurately Interpreted the Lyrics</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student Accurately Provided Clues in Lyrics that Support the Match</td>
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<tr>
<td>Student Accurately Provided Evidence Found in Historical Event to Support the Match</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Student fully Participated with Group or Partner to Reach Final Conclusions</td>
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<td></td>
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</tbody>
</table>

Student was able to answer these questions:

- What are the clues in the lyrics that helped you make this match? (analysis) Y N
- What other evidence, from the historical events, helped you make this match? (analysis) Y N
- What do the lyrics mean? (interpretation) Y N
Appendix E

Invention Phase Timeline Example: Model for Teacher
About the Authors

Janie Hubbard is an Associate Professor of Curriculum & Instruction, specializing in social studies education at The University of Alabama. Brooklyn Wood, Kristen Watts, Ben Reed, Paige Moses, and Adam Caldwell are elementary education teachers. They graduated from The University of Alabama in December 2015. Janie Hubbard may be contacted at hubba018@bamaed.ua.edu