



## A MUSICAL GEOGRAPHY BEE

### DESCRIPTION:

Students will learn how music is used to tell about important places, events, and people. The music and lyrics contain geographical information which is useful in understanding the tenor of the times and the location of places and events.

### GRADE LEVEL:

Upper Primary through High School

### LEARNING OUTCOMES:

When my students finish this activity they will be able to:

1. Demonstrate the interrelatedness of music and geography
2. Identify and locate important places and physical features on a map or globe.
  - Sample TEKS Alignment
    - 113.14.b.5 - understands the concepts of location, distance, and direction on maps and globes;
    - 113.18.b.4.D - identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions.
3. Cite examples of the following geographical features and locations: city, town, province, state, and country, as well as physical features such as valleys, rivers, mountains, oceans, delta, etc.
  - Sample TEKS Alignment
    - 113.14.b.4.A - describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards ;
    - 113.16.b.7.C - locate on a map important political features of the U.S.; and
    - 113.16.b.7.D - locate on a map important physical features of the U.S.;
    - 113.16.b.8.A - identify and describe the types of settlement and patterns of land use in the U.S.

\*Excerpted from:

Texas Alliance for Geographic Education. *Young Geographers Alliance: Program Guide*. (San Marcos, Texas: Southwest Texas State University, 1991), 36-39.

## **FUNDAMENTAL THEMES:**

Location

Place

Region

**RELATED LEARNING OPPORTUNITIES:** Music, Language Arts

## **CLASSROOM PROCEDURES:**

1. Teacher will place on an overhead projector the following terms: "physical feature," "city or town," "province or state," and "country." The teacher will discuss each category and cite examples of each so pupils will understand the terms. Remember to tell the students that "Physical features" can include major landforms such as mountains, plains, plateaus, etc. This category also includes major water bodies and river systems such as oceans, bays, seas, gulfs, lakes, rivers, etc.
2. Divide the class into teams of 4 to 6 members, and have pupils brainstorm songs from the present and past which could be classified under each category. For example: song titles such as Glen Campbell's "Galveston" may be used under the category "city or town."
3. Remind students that geographical terms cited in the refrains of songs are appropriate, too. For example: from the song "Oh, Suzanna," the refrain contains "Oh, I come from Alabama with my banjo on my knee." This could be listed under "state or province."
4. Discuss with students how music is used to tell about important places, events and people. Examples:
  - a. "Home on the Range" comforted not only the cowboy, but the cattle as well.
  - b. "The Erie Canal" discussed the towing of cargo from Albany to Buffalo with the faithful mule, "Sal."
5. Tell the students many times the music and lyrics contain geographical information which is useful in understanding the tenor of the times and the location of places and events.
6. Give students time to identify many examples of songs which may be placed under each category. Students should write the information on a team worksheet and be prepared to sing or hum a small portion of the song for the class. (See examples to help students);
7. Students should keep the listing of their songs confidential until game time.

8. The teacher will shuffle the set of 12 flashcards containing the categories and begin the game by showing the top card to team one. This can also be done on a overhead transparency where the teacher covers the topics and shows them one at a time.
9. The team must provide an example of a song for the category stated on the card, if they do this they receive a point. If they can locate the place or physical feature on a world map or globe, they can receive an additional point.
10. Teacher continues the process showing the next card to team two.
11. If a team cannot provide a correct response or answer, use the same card for the next team.
12. Play as many rounds as time permits, then total the teams scores. The team with the most points wins.

\*Remember, students are to hum or sing a portion of the song to qualify for the first point. If you are emphasizing longitude and latitude, you may have students provide this information as well for an additional point. However, the teams would need more time and resources such as an atlas or globe to complete this part of the assignment.

**MATERIALS:**

1. An overhead projector
2. Transparency showing the following categories: "Physical Feature," "City or Town," "Province or State," and "Country."
3. Twelve large flash cards (print 3 cards which read "physical feature", 3 cards which read "city or town," 3 cards which read "state or province," and 3 cards which read "country."), or use a transparency.

EXAMPLES TO HELP STUDENTS:

<b>Physical Features</b> "Old Man River" "Down by the Riverside" "Delta Dawn" "Down in the Valley"	<b>City or Town</b> "Galveston" "April in Paris" "Key Largo" "The Streets of Laredo"
<b>State or Province</b> "Oklahoma" "California, Here I Come" "The Yellow Rose of Texas"	<b>Country</b> "America the Beautiful" "God Bless America" "Slow Boat to China"

**MUSICAL GEOGRAPHY REVIEW**

CATEGORIES:

<b>Physical Features</b>	<b>City or Town</b>	<b>Province or State</b>	<b>Country</b>
"Down in the Valley"	"Galveston"	"Take Me Back to Old Virginia"	"America the Beautiful"

List as many song titles, verses, or refrains as you can under each category. Your team will be called upon to sing or state the title or verse to make a point. The team with the most points at the end of the game is the winner.