



## AMERICA THE BEAUTIFUL

**Learning Objectives:** The students will...

1. Identify the patriotic song, *America the Beautiful*, and demonstrate an understanding of the words in the song.
2. Relate how the song *America the Beautiful* represents American beliefs and ideals.
3. Apply critical thinking skills by using information acquired from a song.
4. Communicate in verbal, visual, and written forms.

**TEKS:** 2.11B, 2.15A&B, 2.16A

**Materials Needed:** *America the Beautiful* by Katharine Lee Bates/illustrated by Neil Waldman, one copy of each of the attached Vocabulary Posters, crayons or map pencils (optional).

**Vocabulary:** amber, brotherhood, crown, fruited, grace, majesty, waves, plain, shed, spacious

**Teaching Strategy:**

1. Introduce the lesson by playing a recording of the patriotic song *America the Beautiful*. A simple recording of the song can be found at the following website: [http://bussongs.com/songs/america\\_the\\_beautiful.php](http://bussongs.com/songs/america_the_beautiful.php). Click on "Download Song Music" to play the song.
2. Ask students if they recognize the music and the name of the song. Explain that these words were written by Katharine Lee Bates in 1893. Bates made a cross country trip from Boston to Colorado Springs, Colorado. After she climbed to the top of Pike's Peak, she was inspired to write this poem, which was later set to music.
3. Read the book *America the Beautiful* to the class and show students the illustrations as the book is read.
4. Divide students into 10 groups. Give each group one of the attached Vocabulary Posters. Instruct groups to complete the poster by defining the vocabulary word, illustrating the meaning of the word, and answering the question on the poster. If desired, students may use references such as dictionaries or the online dictionary and/or thesaurus at the following website: <http://www.wordcentral.com>
5. After posters are completed, have each group share their poster with the class.
6. Discuss the following questions:
  - a. How did the word you analyzed affect the poem? Would a different word have made the verse less or more effective?
  - b. Why do you think *America the Beautiful* has become such a popular and favorite patriotic song?
  - c. How does the song *America the Beautiful* symbolize or represent our nation (America)?
7. Lead the class in the singing of *America the Beautiful*.
8. Have students draw a picture of what represents America the Beautiful to them and display the pictures in the classroom or on a bulletin board.

**Extension for Gifted/Talented:**

Tell students that some people think that the national anthem should be *America the Beautiful* instead of the *Star-Spangled Banner*. Instruct students to create a Venn Diagram or chart comparing/contrasting the two songs. After analyzing the songs, students should judge which song should be the national anthem and defend their conclusion.

# spacious

Using your own words, explain the meaning of **spacious** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **spacious**.



What other things are **spacious**?

# amber

Using your own words, explain the meaning of **amber** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **amber**.

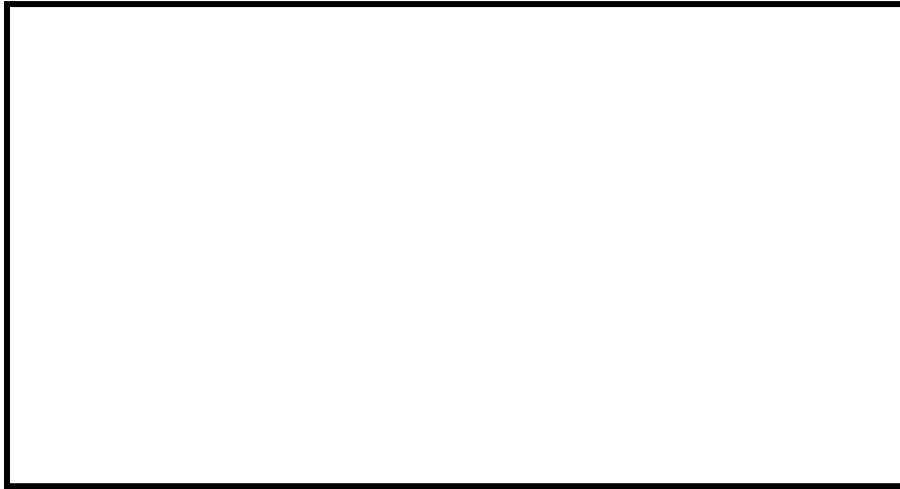


What other things are **amber**?

# waves

Using your own words, explain the meaning of **waves** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **waves**.

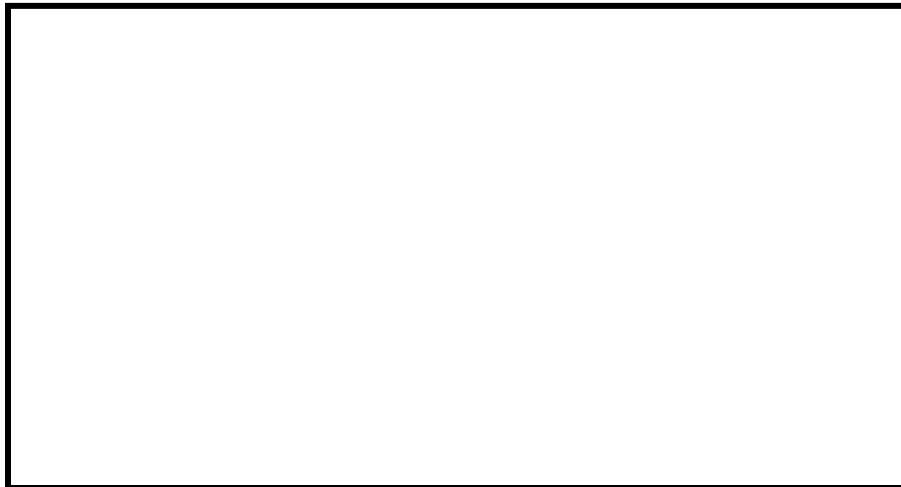


What other things form **waves**?

# majesty

Using your own words, explain the meaning of **majesty** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **majesty**.



What other things are **majestic**?

# fruited

Using your own words, explain the meaning of **fruited** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **fruited**.



What are some of your favorite **fruits**?

# plains

Using your own words, explain the meaning of **plains** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of a **plain**.

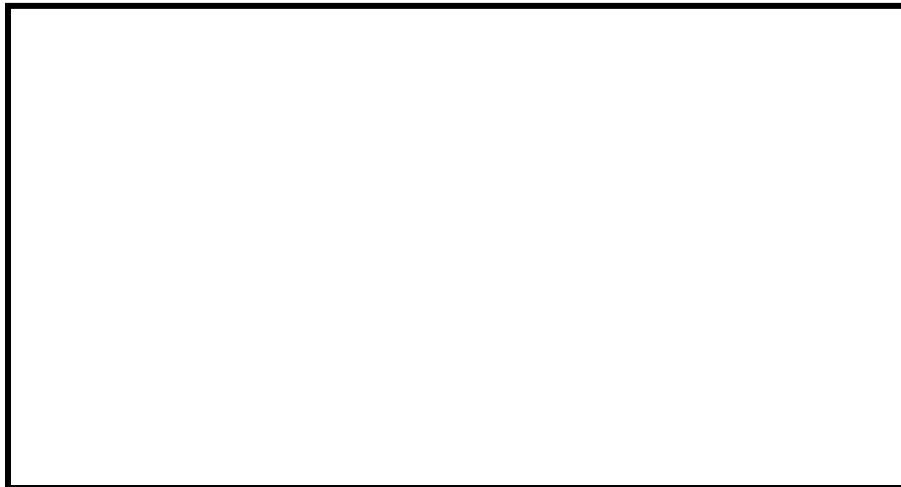


What is the opposite of a **plain**?

# shed

Using your own words, explain the meaning of **shed** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **shed**.



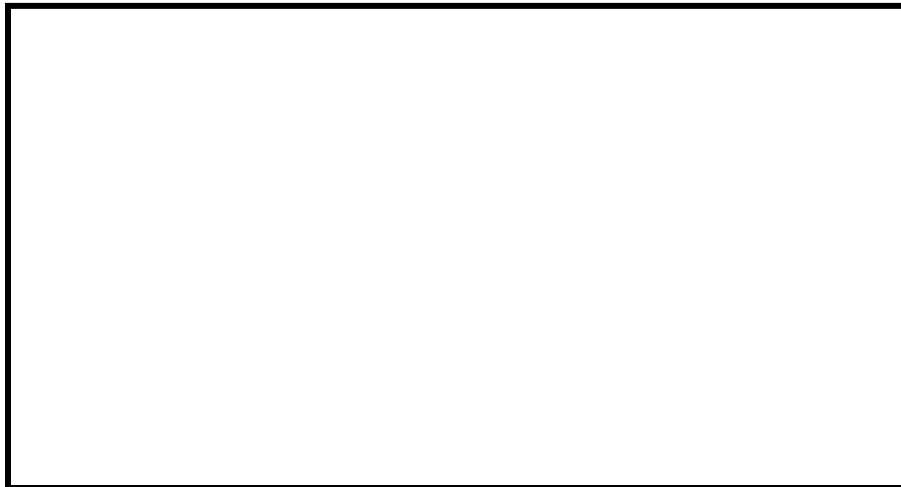
What is the opposite of **shed**?



# grace

Using your own words, explain the meaning of **grace** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **grace**.



What is another word that means the same as **grace**?

# crow**n**

Using your own words, explain the meaning of **crow**n**** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **crow**n****.



What is another meaning for the word **crow**n****, but is not the correct definition?

# brotherhood

Using your own words, explain the meaning of **brotherhood** as it is used in the song *America the Beautiful*.

Draw a picture or symbol that represents the meaning of **brotherhood**.



In what way does the feeling of **brotherhood** make America better?