



Mini-Lesson Plan: Getting Acquainted with the Hudson River Valley

OVERVIEW

Students will be introduced to New York's Hudson River Valley by reading an article and viewing a PowerPoint. They will record their thinking before, during, and after reading using the accompanying K/W/L chart. Since the reading, viewing, and writing in this lesson are done outside of band rehearsals, rehearsal time would only be used for the summary of what was learned.

LEARNING GOAL

Students will complete a K/W/L chart to capture what they learned from reading an article and viewing a visual presentation about the Hudson River Valley.

RESOURCES & MATERIALS

- Article on the Hudson River Valley posted on the band website or paper copies for students
- Hudson River Valley PowerPoint posted for viewing
- K/W/L organizer included with this lesson

PROCESS

1. Early in your rehearsals of the piece, post the two essential questions from the FACETS Model:
 - What is the subject of *Eye of the Hawk*?
 - What is being expressed?
2. Tell students that they will read an article and view a PowerPoint to find their own answers these questions, and then summarize their responses in their own words.
3. Introduce the K/W/L organizer, read through the directions, and check for clarity. Set the date with students when their work is due. This graphic organizer and its use will not be new to most students in the United States and Canada.
4. After their work is completed, students will
 - Hold a band discussion about the most interesting or informative things they learned from this activity. Use prompting questions such as, "What was interesting to you? What surprised you? Where were the things you wanted to know more about? Who already knew some information about the Hudson River Valley?" Speculate about how this information will be helpful as we learn to play *Eye of the Hawk*. (Pay close attention to responses and return to their ideas as you rehearse the piece.)
 - Collect their complete organizers. Keep them as evidence learning effort and to use again for assignments such as "[Write Your Own Program Notes](#)."

ASSESSMENT

Assess the completed graphic organizers based on a rubric set up beforehand. Informally assess student learning in the class discussion.