

Writing Trails

with

Great Composers

by Laurie Barrie

Sample

Table of Contents

1. Acknowledgements	4
2. Keyword outline introduction, overview, proposed schedule	5
3. The “Charles Gounod” example	10
4. Rough draft and final draft grading	12
5. “Antonio Vivaldi” story & outline	14
6. “Johann Sebastian Bach” story and outline	16
7. “George Frederic Handel” story and outline	18
8. “Franz Joseph Haydn” story and outline	20
9. “Wolfgang Amadeus Mozart” story and outline	22
10. “Ludwig van Beethoven” story and outline	24
11. “Franz Peter Schubert” story and outline	26
12. “Felix Mendelssohn” story and outline	28
13. “Frédéric Chopin” story and outline	30
14. “Franz Liszt” story and outline	32
15. “Richard Wagner” story and outline	34
16. “Peter Tchaikovsky” story and outline	36
17. “Antonin Dvorak” story and outline	38
18. “Scott Joplin” story and outline	40
19. “Aaron Copland” story and outline	42

Other books by Laurie Barrie:

Writing Trails with Men of Science
Writing Trails in American History
Immigrant Trails in American History

Acknowledgements

This writing program is based upon
Andrew Pudewa's "Excellence in Writing" program.

C116 Writing Trails
with
Great Composers

ISBN 1-930443-74-9

Logos School Materials
110 Baker Street
Moscow, ID 83843
Toll free: 866-562-2174
www.logosschool.com

Call for a free catalog

Copyright ©2004 Laurie Barrie. All rights reserved. A teacher (including home school parents) may reproduce pages for use within a single classroom. Any other use requires the permission of the publisher.

Writing Trails with Great Composers

Introduction

The goal of this resource is for children to learn to create a key word outline and retell the basic ideas of the text by using their key words. This resource provides a routine format of outlining, vocabulary study, and thesaurus study, to develop competency, independence, and creativity in writing.

Overview

1. **INTRODUCTION:** A sample has been given on page 10 and page 11. Use this sample as an introduction to this writing program. Write the Charles Gounod story on the board. Choose a student reader to read the story aloud. After the story has been read, tell the students they should choose three to four words from each numbered section that will help them remember the main idea of each sentence. Have the students write down three to four key words for each numbered section on notebook paper. Next, divide the students into pairs and have them retell the story to their partner by using their key word outlines. Tell the students the goal is *not* to retell the story verbatim. The goal is *not* to memorize the story. The goal *is* to communicate the *main idea* of the story by using *their* key words. After the stories have been retold, have the class openly discuss which key words should most likely have been chosen, and write them on the board. Talk briefly about the importance of choosing **KEY** words. Read the Herschel rewrite. Point out how the new chosen synonyms were used in the story. Encourage the students to write expressively and add creativity to the story while maintaining the facts from their key words.
2. **STORIES FOR OUTLINING:** Use the following format for weekly writing assignments:
 - a. student reader reads story aloud
 - b. students read story silently
 - c. rewrite title
 - d. vocabulary work independently
 - e. thesaurus work independently
 - f. key word outline independently
 - g. retell story in pairs (optional)
 - h. writing independently
3. **VOCABULARY:** Have a dictionary readily available for every student. Be sure to inform students that some vocabulary words contain suffixes, and they should look up the root word. Have them carefully match the proper meaning of the word by reading the vocabulary word in context. When choosing a new synonym, have them add the original suffix to the new word.
4. **THESAURUS:** Have a thesaurus readily available for every student. Be sure to inform the students that each thesaurus word chosen will be used in place of the vocabulary words when rewriting from their key word outline.
5. **KEY WORD OUTLINE:** Have the students choose three to four key words from each section. They are to look at their key word outlines only, not the original story when writing.
6. **ROUGH DRAFT:** Every lesson should have a rewrite from the key word outline in rough draft form. Each rough draft should be double-spaced to allow plenty of room for editing. Rough drafts should be due two days after the writing assignment has been given.
7. **FINAL DRAFT:** After editing, the final draft should be written with single spacing, and carefully checked by the students before turning in. All three papers should be included when turning in the assignment. The final draft should be placed on top, with the rough draft and outline following.
8. **GRADING:** Follow the grading sheet provided and staple to each student's paper.

Proposed Schedule

Week	Lesson	Page #	Weekday	Work Assigned
One	Vivaldi	14 & 15	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Two	Vivaldi	15	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Three	Bach	16 & 17	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Four	Bach	17	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Five	Handel	18 & 19	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Six	Handel	19	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Seven	Haydn	20 & 21	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Eight	Haydn	21	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Nine	Mozart	22 & 23	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Ten	Mozart	23	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Eleven	Beethoven	24 & 25	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twelve	Beethoven	25	Monday Wednesday Friday	Begin roughdraft Rough draft due Final draft due
Thirteen	Schubert	26 & 27	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Fourteen	Schubert	27	Monday Wednesday Friday	Begin roughdraft Rough draft due Final draft due
Fifteen	Mendelssohn	28 & 29	Monday by Friday	Read story aloud Begin worksheet Complete #1-4

Proposed Schedule

Week	Lesson	Page #	Weekday	Work Assigned
Sixteen	Mendelssohn	29	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Seventeen	Chopin	30 & 31	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Eighteen	Chopin	31	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Nineteen	Listz	32 & 33	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty	Listz	33	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twenty-one	Wagner	34 & 35	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty-two	Wagner	35	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twenty-three	Tchaikovsky	36 & 37	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty-four	Tchaikovsky	37	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twenty-five	Dvorak	38 & 39	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty-six	Dvorak	39	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twenty-seven	Joplin	40 & 41	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Twenty-eight	Joplin	41	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due
Twenty-nine	Copland	42 & 43	Monday by Friday	Read story aloud Begin worksheet Complete #1-4
Thirty	Copland	43	Monday Wednesday Friday	Begin rough draft Rough draft due Final draft due

Sample

Example Lesson

Charles Gounod

(example)

(1) Charles Gounod was born in Paris, in 1818. (2) His father died when Charles was five years of age. (3) His mother was a renowned pianist. (4) He loved music from a very early age. (5) A French composer, Gounod wrote mainly opera and sacred music. (6) He mainly concentrated on works of sacred music and early composers. (7) Gounod devoted most of his life to musical composition. (8) His first opera was produced in 1851. (9) His opera music was noted for its lyrical quality. (10) He also wrote oratorios, masses, and hymns. (11) Charles Gounod died in 1893.

1. Read the story above and create a new title on the line below.

_____ A Famous French Composer _____

2. Vocabulary: In the story above, underline the vocabulary words listed below and define each one.

- a. renowned: *The quality of being widely honored and acclaimed.*
- b. concentrated: *To direct one's attention or thoughts.*
- c. quality: *Degree or grade of excellence.*

3. Thesaurus: Look up the vocabulary words in a thesaurus and write a new synonym to replace each vocabulary word in your final writing assignment.

Vocabulary word	Synonym word
a. renowned	a. <i>famous</i>
b. concentrated	b. <i>focused</i>
c. quality	c. <i>distinction</i>

4. Outline the story by choosing three to four key words from each numbered section. Use your synonym words in place of each vocabulary word.

(1) *Charles Gounod, Paris, 1818*

(2) *father, died, five*

(3) *mother, famous, pianist*

(4) *loved, music, early, age*

(5) *wrote, opera, sacred, music*

(6) *focused, sacred, early, composers*

(7) *devoted, life, musical, composition*

(8) *first, opera, 1851*

(9) *opera, music, lyrical, distinction*

(10) *wrote, oratorios, masses, hymns*

(11) *Gounod, died, 1893*

5. Rewrite the story on a separate sheet of paper using your key-word outline. Use your new title for the story and underline your chosen synonym words. Always check your work in the following areas:

- ✓ Title
- ✓ Indentation
- ✓ Spelling
- ✓ Punctuation
- ✓ Neat cursive
- ✓ Name & date

A Famous French Composer

Charles Gounod was born in Paris, in 1818. When he was only five years old, his father died. Charles' mother was a famous pianist. Charles loved music from a very early age. When Charles Gounod became a composer, he chose to write opera and sacred music. When he studied, he focused mainly on sacred music and early composers. Gounod devoted his life to musical composition. He composed his first opera in 1851. His operas were known for their lyrical distinction. Besides operas, Gounod also wrote oratorios, masses, and hymns. Charles Gounod died in 1893, at the age of 75.

Grading Writing

Key Word Outline Rough Draft

Worksheet 10 ____
Title/indent 4 ____
Underlining 3 ____
Synonyms 3 ____
Grammar 10 ____
Spelling 5 ____
Punctuation 10 ____
Capitalize 5 ____
Content 50 ____

Total 100 ____

Comments: _____

Key Word Outline Final Draft

Title/indent 10 ____
Grammar 10 ____
Spelling 10 ____
Punctuation 10 ____
Capitalization 5 ____
Corrections 25 ____
Cursive 15 ____
Neatness 15 ____

Total 100 ____

Comments: _____

Key Word Outline Rough Draft

Worksheet 10 ____
Title/indent 4 ____
Underlining 3 ____
Synonyms 3 ____
Grammar 10 ____
Spelling 5 ____
Punctuation 10 ____
Capitalize 5 ____
Content 50 ____

Total 100 ____

Comments: _____

Key Word Outline Final Draft

Title/indent 10 ____
Grammar 10 ____
Spelling 10 ____
Punctuation 10 ____
Capitalization 5 ____
Corrections 25 ____
Cursive 15 ____
Neatness 15 ____

Total 100 ____

Comments: _____

Key Word Outline Rough Draft

Worksheet 10 ____
Title/indent 4 ____
Underlining 3 ____
Synonyms 3 ____
Grammar 10 ____
Spelling 5 ____
Punctuation 10 ____
Capitalize 5 ____
Content 50 ____

Total 100 ____

Comments: _____

Key Word Outline Final Draft

Title/indent 10 ____
Grammar 10 ____
Spelling 10 ____
Punctuation 10 ____
Capitalization 5 ____
Corrections 25 ____
Cursive 15 ____
Neatness 15 ____

Total 100 ____

Comments: _____

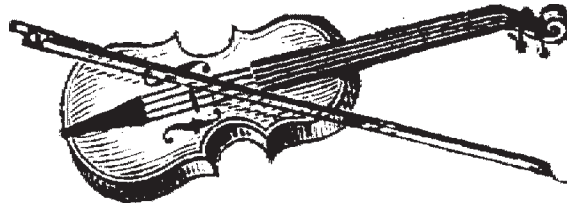
Sample

Lessons

Name: _____

Date: _____

Antonio Vivaldi



(1) Antonio Vivaldi was born in Venice, in 1678. (2) He was trained to play the violin by his father, (3) a violinist at the St. Mark's Cathedral. (3) In 1703, Vivaldi was ordained as a priest. (4) For many years he was a music director, training students and composing for weekly concerts. (5) He established an international reputation as a musician. (6) He mainly composed concertos, oratorios, and operas. (7) A majority of his concertos use violin as the solo instrument. (8) His music was marked by vigorous rhythms and strong contrasts. (9) J.S. Bach studied Vivaldi's work. (10) Antonio Vivaldi died in 1741.

1. Read the story above and create a new title on the line below.

2. Vocabulary: In the story above, underline the vocabulary word listed below, and define each one.

a. established: _____

b. vigorous: _____

c. contrasts: _____

3. Thesaurus: Look up the vocabulary words in a thesaurus and write a new synonym to replace each vocabulary word in your final writing assignment.

Vocabulary word	Synonym word
a. established	a.
b. vigorous	b.
c. contrasts	c.

4. Outline the story by choosing three to four key words from each numbered section. Use your synonym words in place of each vocabulary word.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

5. Rewrite the story on a separate sheet of paper using your key-word outline. Use your new title for the story and underline your chosen synonym words. Always check your work in the following areas:

- Title
- Indentation
- Spelling
- Punctuation
- Neat cursive
- Name & date