

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**“John the Rabbit”**

**American Folk Song**

**LOC Link:** <https://www.loc.gov/item/ihms.200196570/>

**Recording:** “Old Uncle Rabbit” (1939)

*Lesson by Ashley K. Peek, Holley-Navarre Intermediate School, Navarre, Florida; Southern Division Representative for General Music, National Association for Music Education (NAfME)*

**Overview**

Throughout these lesson plan launching points, students will explore the history of folk music, basic musical forms, instruments timbres, and demonstrate instrument performance skills.

**Prerequisite Skills**

For students to be successful in this unit, they will need knowledge of and experiences with the following:

- Maintain a steady beat
- Sing using proper vocal technique
- Echo teacher-led rhythms (to prep for call and response patterns)
- Identify types of percussion instruments (pitched vs. unpitched)

**Instructional Goals/Objectives**

**Launching Point 1**

- I can compare and contrast different versions/lyrics of the folk song “John the Rabbit.”

**Launching Point 2**

- I can identify call and response form in a simple folk song.

**Launching Point 3**

- I can identify/play pitched and unpitched percussion instruments using the call and response form of “John the Rabbit.”
- 

**National Core Arts Standards (2014)**

**CREATING**

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Enduring Understanding:**

- How do musicians make creative decisions?

**Essential Question:**

- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Specific Performance Standard**

- *MU:Cr2.1.1 With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.*

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Enduring Understanding:**

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:**

- How do musicians generate creative ideas?

**Specific Performance Standard**

- *MU.Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.*

**PRESENT:** Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Enduring Understanding:**

- Musicians' presentation of creative work is the culmination of a process of creation and communication.

**Essential Question:**

- When is creative work ready to share?

**Specific Performance Standard**

- *MU.Cr.3.2.1 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.*

**Materials and LOC Resource Links**

LOC link: <https://www.loc.gov/item/ihas.200196570/>

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Launching Point 1**

**Objective**

- I can compare and contrast different versions/lyrics of the folk song “John the Rabbit.”

**Essential Questions**

- How does folk music relate to other areas such as folk tales and artwork? What is the importance of having different variations of the same song or folk tale (and how it relates to history)?

**Specific Performance Standard**

- **MU:Cr2.1.1a** With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

**Procedure & Assessment**

- Students will listen to “John the Rabbit” and discuss the meaning of the song and why the composer may have written it.
- Students will discuss the history of folk songs and how they relate to our history. Students will be able to compare and contrast different versions of the song.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Launching Point 2**

**Objective**

- I can identify call and response form in a simple folk song.

**Essential Questions**

- Why is call-and-response form an important aspect of folk music? How does this form relate to other musical structure?

**Specific Performance Standard**

- *MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.*

**Procedure & Assessment**

- Students will be able to create new responses for the call and response song using both lyrics and classroom instruments.
- For example, students can begin by changing out the names of vegetables that the story mentions.
- Students can then discuss how the song may be affected by changing the words of the response section (“Oh, yeah,” “Oh, yes,” “Oh, no!”).
- When students are comfortable with the rhythms of the response, it can be transferred over to classroom percussion instruments (launching point three).

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Launching Point 3**

**Objective**

- I can identify/play pitched and unpitched percussion instruments using the call-and-response form of “John the Rabbit.”

**Essential Questions**

- How can classroom instruments turn a simple folk song into a performance piece? How can students use different categories of percussion instruments to represent the different sections of the song?

**Specific Performance Standards**

- **MU:Cr3.2.1a:** With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

**Procedure & Assessment**

- After discussing call-and-response form, students will add instruments to the response part of the song.
- For example, the teacher leads vocally with the call and the students perform the response on instruments.
- Students could also perform both the call and response on instruments of different timbres.
- Another variation would be doing a performance using ABA form or a similar form and using different instrument timbres for each section, or alternating with singing.

**Summative Assessment**

\*\*\*\*\*

**Assessments, Handouts, Rubrics, etc.**

Using the three launching points, students will successfully be able to discuss the history and purpose of folk songs (specifically, call-and-response form). Students will be able to demonstrate proper singing skills, demonstrate proper percussion skills, and work in groups to create a form such as ABA for an informance that develops into a performance.

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**Teacher Talk**

**Launching Point 1**

Students can create posters to illustrate the different versions of the song/lyrics (to display while the song is being performed).

**Launching Point 2**

Students can partner with other classes to share ideas on new lyrics and interpretations of the song. Students can involve parents and others in the audience to create a call-and-response performance between students and audience members.

**Launching Point 3**

For an informance setting, students can be divided into groups to perform the call-and-response song. Singers could sing the “call,” with the “response” coming from pitched or unpitched percussion instruments. This could be turned into an ABA piece (A section being the call from the singers, and the B section being a response from pitched percussion instruments).

**Music In Our Schools Month®**  
**General Music: 1<sup>st</sup> Grade**  
**2018–2019**

**“John the Rabbit”**

Lyrics

Old John the Rabbit (oh, yes!)  
Old John the Rabbit (oh, yes!)  
Had a mighty bad habit (oh, yes!)  
Of going to my garden (oh, yes!)  
And eating all my peas (oh, yes!)  
And cutting all my cabbage (oh, yes!)  
He ate tomatoes (oh, yes!)  
And sweet potatoes (oh, yes!)

And if I live (oh, yes!)  
To see next fall (oh, yes!)  
I won't have (oh, yes!)  
A garden at all!

LOC, 1939 recording: <https://www.loc.gov/item/ihas.200196570/>

- This variation is “Old Uncle Rabbit”

<https://www.youtube.com/watch?v=oZ0qFiZqmVQ>

- Hal Leonard has published a choral arrangement that includes “John the Rabbit.” This could be used for comparing styles (original folk recording vs. a choral arrangement).

<https://www.youtube.com/watch?v=YoXansDJbWs>

- Students could use this link to compare to a very basic student performance of the song.

# “John the Rabbit”

## Form Types

Compare audio recordings and discuss different basic form types.

**AB**

**ABA**

**Call &  
Response**

**ABACA**

Student's name \_\_\_\_\_