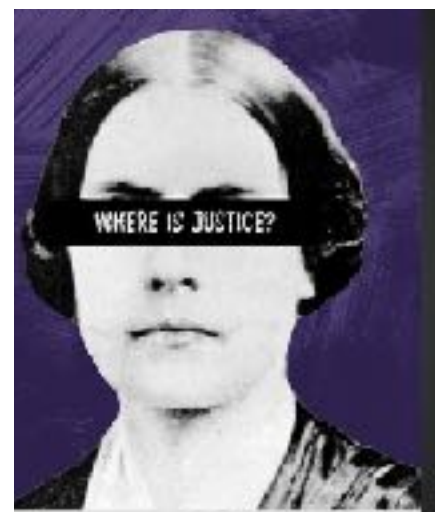


Celebrate Women's History Month



The Trial of Susan B. Anthony: Teacher's Resources



The Trial of Susan B. Anthony Music and words by Steven Mark Kohn

Available to educators in March of 2021 in observance of Women's History Month. With gratitude to our educators who continue to inform and inspire, this program is available to schools free of charge and comes with a Teacher's Guide containing additional resources and lesson plans related to the subject and in correlation to state standards.

[CLICK HERE TO VIEW THE PERFORMANCE](#)

The Trial of Susan B. Anthony: Teacher's Resources

Table of Contents

Background information and artist biographies	3
Additional online resources	5 - 6
Learn More About Opera	7
Lesson: The Courtroom	8 - 9
Lesson: News Report	10
Lesson: History Notable Women Through History - Timeline	11 - 12
Lesson: Music - Sing Me a Melody: Melodic Direction in <i>The Trial of Susan B. Anthony</i>	13 - 15
Lesson: Music - Use Your Voice!.....	16 - 18
Lesson: Reading, Writing, and Communicating and Music - Aria Generator.....	19 - 22

Educational materials
and lessons created by:

Debra Erck, Austin Opera

Mitra Sadeghpour, Minnesota
Opera

Sara Sawyer, Minnesota Opera

Jared Guest, Opera Colorado

Cherity Koepke, Opera Colorado

Shawn Marie Jeffery, ADA Artist Management

Consulting Editor: Joseph M.
Jeffery, Ed. D.



On October 26, 2020 ADA Artist Management, along with co-producers Austin Opera, Berkshire Opera Festival, Minnesota Opera, Opera Colorado, and San Diego Opera, produced the digital World Premiere of Steven Mark Kohn's dramatic song cycle *The Trial of Susan B. Anthony*.

Mezzo-soprano **Adriana Zabala** played multiple roles, including a judge, two attorneys, one witness, and Susan B. Anthony herself in this seven-movement piece outlining the activist's quest for justice. She was accompanied by pianist Myra Huang.

This premiere coincided with the 100th anniversary of the passage of the 19th Amendment, inviting conversation about this milestone of democracy, along with the work that remains to achieve gender and racial equity. Zabala says, "The story could not be more relevant, and Steve gives me the chance to share the nuances of the event, its triumph and failure, and invites reflection on both the continued progress and devastating challenges of this country's ongoing story."

Composer/Librettist Steven Mark Kohn says, "I have always known about Susan B. Anthony, and her story popped into my head when I was searching for a new subject, one that could be a dramatic tour-de-force for a single singer/actor. It was David versus Goliath; a woman in 1872 fighting against the male-dominated machine, the system; unyielding, formidable, even merciless. Her story remains relevant today, as there will always be those who must raise their voices in seeking justice."

Artist Biographies



Adriana Zabala
mezzo-soprano

Adriana Zabala (mezzo-soprano) recently created the title role in Aldridge's *Sister Carrie*, and also sang in the world premiere casts of six other operas including works by composers William Bolcom, Kevin Puts, Paola Prestini, and librettists Mark Campbell, Herschel Garfein, and Deborah Brevoort. She is featured on the world premiere recording of Pauline Viardot's *Le Dernier Sorcier*, and on several other commercial releases of new and traditional repertoire.

Ms. Zabala has appeared in recital at the Barns at Wolf Trap, Carnegie Hall's Weill Hall, the Kennedy Center, The Source Song Festival, The New York Festival of Song, and the Salzburg International Chamber Music Series. In addition to more than fifty roles with opera companies throughout the United States and beyond, she has been a guest artist with the Minnesota Orchestra, the Orchestra of St. Luke's, the New Jersey, Jerusalem, Virginia, Charlotte, and Jacksonville Symphonies, The Saint Paul Chamber Orchestra, The Mormon Tabernacle Choir, and the Handel and Haydn Society of Boston. She was a Fulbright Scholar in Salzburg, and an alumna of the Minnesota Opera, Wolf Trap, and Santa Fe Opera young artist programs, serves as Associate Professor of Voice at the Yale School of Music.



Myra Huang, pianist

Myra Huang (piano) is highly sought after for her interpretation of lieder and art song as well as her depth of musicianship and impeccable technique. Last season, Huang performed in recitals throughout the U.S., including The Walt Disney Concert Hall in Los Angeles, The Kennedy Center, The Mostly Mozart Festival at Lincoln Center, and The 92nd St Y. Huang was chosen as the recipient of The Samuel Sanders Collaborative Artist Award for 2019 by The Classical Recording Foundation for her consummate artistry.

Huang has served on the music staffs of the Washington National Opera, Houston Grand Opera, New York City Opera, and The Palau De Les Arts in Valencia, Spain. She was a staff pianist for the Operalia competition, directed by Plácido Domingo, for fifteen years. Huang regularly teaches at young artist programs throughout the U.S., and is on the music staff of The Steans Music Institute at Ravinia, as well as guest staff of The Lindemann Young Artist Development Program at The Metropolitan Opera. This season, Huang joins the Faculty of The Manhattan School of Music in the Vocal Arts Department, Opera Studies Division. Huang is an avid

recitalist and recording artist. Her album *Gods and Monsters* with tenor Nicholas Phan was nominated for “Best Classical Vocal Solo Album” at the 2018 Grammy® Awards. Her most recent album, *Clairières*, features the music of Lili and Nadia Boulanger and has been released to critical acclaim. Huang is a Steinway Artist.



*Steven Mark Kohn,
composer*

Steven Mark Kohn (composer/librettist) has worn several different creative hats. As a composer, he has written music for a number of award-winning children’s films for ABC, PBS and the Disney Channel, including the Emmy-nominated ABC Weekend Special *Runaway Ralph* starring Fred Savage and Ray Walston. He has composed and arranged commercial music for *Wheaties*, *Arby’s*, *Volvo*, *Hickory Farms*, *Matrix* and many others. He created the music for over 60 titles in the popular audio book series *Health Journeys*, which has sold over two million copies worldwide.

His *Hymn for String Orchestra* has been recorded by the San Jose Chamber Orchestra and E. C. Schirmer publishes his art song catalogue. His three volumes of American Folk Song arrangements were premiered in Carnegie Hall by David Daniels and Martin Katz and have since been performed around the world by hundreds of artists. Steven is also a writer for the theater, and has created lyrics for the musicals *The Quiltmaker’s Gift*, *Unstoppable Me*, *Little Mozart* and *A Beautiful Place*, as well as the libretto for the opera *Riders of the Purple Sage*, all to the music of his long-time friend, composer Craig Bohmler. He has written two historical song cycles, *Mary Chesnut*; *A Civil War Diary* for soprano Jennifer Larmore and *The Trial of Susan B. Anthony* for mezzo-soprano Adriana Zabala.

His short story *The Professor’s Diary* appeared in *National Lampoon* magazine. For the Cleveland Institute of Music, he designed and built the Electronic Music Studio, wrote the course textbook and served on the composition faculty for 21 years.

Additional Online Resources

LEARN MORE ABOUT SUSAN B. ANTHONY

- **The National Archives** - Original document of Mr. Beverly Jones' testimony <https://www.archives.gov/exhibits/eyewitness/html.php?section=3>
- **The National Susan B. Anthony Museum & House** - <https://susanb.org/>
This website is filled with facts and information about Susan B. Anthony. Here are a few examples:
 - Timeline - <https://susanb.org/timeline-2>
 - Susan B. Anthony Quotes - <https://susanb.org/susan-b-anthony-quotes>
 - Resources for Teachers - <https://susanb.org/resources-for-teachers>
- **National Women's History Museum** - <https://www.womenshistory.org/>
 - Susan B. Anthony Coin Lesson (Elem) <https://www.womenshistory.org/sites/default/files/document/2018-11/Susan%20B%20Anthony%20Coin%20Lesson%20Plan.pdf>
 - S.B.A. search - https://www.womenshistory.org/search?sapi_full=susan+b+anthony
- **Facing History and Ourselves** - <https://www.facinghistory.org/>
 - The Audacity of a Vote Lesson (MS/HS) - <https://www.facinghistory.org/resource-library/audacity-vote-susan-b-anthony-s-arrest>
 - Is it a Crime for Women to Vote - <https://www.facinghistory.org/resource-library/it-crime-women-vote>
- **Susan B. Anthony Day Lesson (Elem)** - <http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-celebrations/SUSANB.HTML>
- **Eagleton Institute of Politics** - <https://eagleton.rutgers.edu/>
 - Women's Suffrage Lessons (All levels) - <https://tag.rutgers.edu/teaching-toolbox/classroom-resources/lesson-module-womens-suffrage-in-the-united-states/>

- **10 Trailblazing Facts about Susan B. Anthony** - <https://www.mentalfloss.com/article/572763/susan-b-anthony-facts>
- **Voices of Democracy** - <https://voicesofdemocracy.umd.edu/>
 - “Is it a Crime for a U.S. Citizen to Vote?” Lesson (MS/HS) - <https://voicesofdemocracy.umd.edu/anthony-is-it-a-crime-for-a-u-s-citizen-to-vote-3-april-1873/>
- **Time for Kids – Susan B. Anthony** - <https://www.timeforkids.com/g34/susan-anthony-2/>
- **Nat’l Geographic Kids** - <https://kids.nationalgeographic.com/explore/history/women-heroes/susan-b-anthony/>
- **More Activities for Kids** – printable biography, vocabulary list, worksheets, and coloring pages <https://www.archives.gov/exhibits/eyewitness/html.php?section=3>

ADDITIONAL VIDEO RECOMMENDATIONS

VIDEO: An Act of Courage – Susan B. Anthony - <https://www.youtube.com/watch?v=9Pa4VS5-YLM>

VIDEO: Susan B. Anthony for Kids (Elem) - <https://www.youtube.com/watch?v=2QjkuAZOnFw>

VIDEO: Susan B. Anthony – Herstory for Kids - <https://www.youtube.com/watch?v=XZD5MZ2BgIM>

VIDEO: Susan B. Anthony (with historic photos) - <https://www.youtube.com/watch?v=jes9o3tNfA4>



LEARN MORE ABOUT OPERA!

AUSTIN OPERA – <https://austinopera.org/education/>

- OPERA BRAIN BREAKS (PreK-2nd grade) - <https://austinopera.org/education/opera-brain-breaks/>
- ANIMATED OPERA LISTENING MAPS (3rd-HS) - <https://austinopera.org/education/online-opera-learning/>
- OPERA LEARNING RESOURCES - <https://austinopera.org/education/more-opera-learning-resources/>

MINNESOTA OPERA – <https://mnopera.org/learn/>

- IMAGINE OPERA : WHAT IS OPERA? - <https://mnopera.org/learn/imagine-opera/>
- PROJECT OPERA - <https://mnopera.org/learn/for-kids/project-opera/>
- MUSIC OUT LOUD - <https://mnopera.org/learn/for-kids/music-out-loud/>

OPERA COLORADO - <https://www.operacolorado.org/education/>

- STORYTIME SESSIONS - <https://www.operacolorado.org/education/storytime-sessions/>
- WORKSHOPS - <https://www.operacolorado.org/education/workshops/>
- ARIAS AND ENSEMBLES - <https://www.operacolorado.org/education/arias-ensembles/>



Lesson Plan

Title The Courtroom

Subject Theater/Language Arts

Author Sara Sawyer

Grade level 5-12

Time duration 15-20 min activity plus 6 min viewing of excerpt

Overview Students will role play the real-life historical courtroom drama of The Trial of Susan B. Anthony.

Objective Students will develop critical thinking, public speaking, debate, and discussion skills through role-playing historical figures of the Women's Suffrage Movement

Standards TEKS: Theatre - 3.3.D, 4.3.D, 5.3.D, MS1.3.C, MS2.2.G, MS3.2.C

Materials Chair, a personal item such as a cup or pencil to be a "gavel" (something the judge can tap on a desk)

Activities and procedure Overview: Students will take turns improvising as characters in the courtroom scenes of *The Trial of Susan B. Anthony*
Preparation: Share an article or summary of the activism of Susan B. Anthony and watch an excerpted scene of the opera.
Class discussion: identify together the three characters, and generate with the class a list of traits and possible phrases that each must say. Write these on the board or on chart paper for students to use as reference.
Activity: Students may be chosen or volunteer to be the judge, the witness (Susan B.) and the cross examiner.
—Teacher describes the scene: The Judge starts the questioning; the cross examiner can ask questions like; Why did you vote even though you knew it was against the law for women to vote? Do you believe you are above the law? Tell us about how not being able to vote as a woman feels.
—Students can come up with their own questions and answers, or the teacher/students can help prompt lines. Students in the "audience" may boo, heckle, or cheer on Susan to make her feel certain ways and persuade her.

*Additional Suggested
Reading*

*Suggested books for young readers:

Susan B. Anthony: Her Fight for Equal Rights, by Monica Kulling. Random House. Pre-school-Grade 1.

Susan B. Anthony, by Alexandra Wallneer. Holiday House, Inc. Grades 2-4.

Who Was Susan B. Anthony?, by Pam Pollack and Meg Belviso. Penguin Workshop. Grades 3-7.

Lesson Plan

Title News Report

Subject Language Arts/English/Journalism/Media

Author Sara Sawyer

Grade level 6-12

Time duration 20 minute activity plus the 27 minute viewing of the opera

Overview Students will explore perspectives of others and use creativity to create a news report on Susan B. Anthony

Objective Students will **explore** the phenomena of modern social media posts and opinions, **discuss** the fact/opinion and informational/subjective aspects, and **connect** to the historical events of the Women's Suffrage.

Standards TEKS: ELA6.11.B, 7.11.B, 8.11.B

Materials Paper and pencil

Activities and procedure Overview: Students will create social media posts or news reports in a modern style based on the events in *The Trial of Susan B. Anthony*
Preparation: Students view video of opera. Teacher pairs students or places in small groups.
Activity: In a two-step process, students write a Twitter or similar social media post (or news report) about the events in the opera. They then pass their "post" to another student, who writes a "comment" responding to the post, as in a social media post or online news comment section.
Students share out by reading aloud or acting out the "conversation" and may improvise a discussion.
Group discussion prompts: What were you surprised to hear in that report? Do you disagree/agree with something they said? How would this report make you feel if you were Susan B. Anthony?
Follow-up: After the share-out and performance, ask groups to label the posts as *fact*, *opinion*, or *both*.

Lesson Plan

Title Notable Women Through History — Timeline

Subject History/Social Studies

Author Jared Guest

Grade level 8-12

Time duration Multi-day or extended unit research activity

Overview Create a class timeline of American women's rights pioneers from Susan B. Anthony to Kamala Harris.

Objective Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Understand the nature of historical knowledge as a process of inquiry; examining how history is viewed, constructed, and interpreted.

Standards TEKS: SS8.22.B, US His3.C, US His11.B

Materials/ Resources Paper and Pencil

<https://www.britannica.com/biographies>

<https://www.womenshistory.org/>

<https://www.womenshistory.org/womens-history>

<https://www.womenshistory.org/education-resources/biographies/susan-b-anthony>

<https://www.thoughtco.com/top-women-of-history-3529519>

Activities and procedure Students create a timeline with Susan B. Anthony and Kamala Harris on either end.

<https://templates.office.com/en-us/history-timeline-tm16411244>

*Activities and procedure
continued*

This activity may be extended to a full research project or a smaller class activity over a few class periods.

Encourage students to use the resources provided along with their own research to fill in at least 10 spots along the timeline with notable women and women's rights events.

Students may compare their results and make predictions about where they think society is headed and what major events they might see in their lifetime.

Extra credit

Write a short essay:

1. What is the modern social impact and significance of one of the notable women you learned about today. How have their actions shaped the history of women and changed the socio-political landscape?
2. Who are some notable women in your own life? How have they shaped your experiences and community? Choose one and write their story through journal or diary entries.

Lesson Plan

Title Sing Me a Melody: Melodic Direction in *The Trial of Susan B. Anthony*

Subject Music

Author Debra Erck

Grade level 3-5

Time duration 45 minutes (includes viewing entire performance)

Overview In this activity, students will identify melodic direction both in a listening example and in the printed music score.

Objective The students will:
*Identify melodic direction aurally and visually
*Examine a musical excerpt from a new operatic work for voice & piano
*Explore the use of music to share a historical event

Standards TEKS: Music – K.4.B, 1.6.A, 2.6.A, K.3.C, 1.3.C, 1.5.B, 2.5.B, 3.5.B, 4.5.C, 2.5.C, 3.5.C, 4.5.D

Materials Video of The Trial of Susan B. Anthony

Activities and procedure 1. Invite a student to lead the class in some “siren” vocalises. Challenge the leader to create a siren sound that moves from low to high, then high to low. Ask students to echo the leader, adding movement to show the melodic direction.

*Activities and
procedure
continued*

2. As a class, sing the song “Twinkle, Twinkle, Little Star,” showing the melodic direction with your hands.

NOTE: Older students could use Kodaly hand signs if known.

3. Isolate the last phrase “How I wonder what you are.” Ask students to illustrate the melodic direction on a piece of paper, white board, or device, either using icons, or note heads on a music staff.

4. Play the first phrase of music on the video, *The Trial of Susan B. Anthony* (:10-:19). Play the music several times, inviting students to use their hands to move to the melodic direction, then illustrate the melody, in the same fashion as they did in Step 3 above.

5. Compare the two melodies. How are they the same? (high to low; same # of different pitches – 4; repetition of some pitches). How are they different?

6. Tell the students that the melodic phrase they just heard is used as a theme for the character of Susan B. Anthony in this operatic song cycle.

NOTE: If you have access to a theme for a character from a TV show or movie (ex. “Darth Vader’s Theme” or “Wonder Woman”), play it for the students to explore the idea of theme (also called a motif in music).

Play the following excerpt in which the Susan B. Anthony theme is sung. (1:24-1:28)

7. Show students the images from the music score. (See below)

Notice that the first image shows the vocal part, which is one line of music.

Activities and procedure continued 8. View the *The Trial of Susan B. Anthony*. Encourage the students to listen for the Susan B. Anthony theme during the performance.

Assessment Provide students with the opportunity to share their thoughts on the performance. Then tell the students to imagine that they are a character in an opera. Invite the students to create a theme for themselves, using visual representation - icons or notes on the music staff.
EXTENSION: Provide students with the opportunity to practice and play their themes on a melodic instrument.



1. Prelude

Evenly, somberly ♩ = 76-80 (THE ACTRESS approaches the podium, assuming the role of JULIA)

p

This musical notation is for a piano prelude. It features a grand staff with both treble and bass clefs. The key signature is one flat (B-flat) and the time signature is 4/4. The tempo/mood is 'Evenly, somberly' with a metronome marking of ♩ = 76-80. A dynamic marking of *p* (piano) is present. The notation includes various chords and melodic lines, with a large bracket spanning across the measures. The lyrics '(THE ACTRESS approaches the podium, assuming the role of JULIA)' are written above the staff.

Lesson Plan

Title Use Your Voice! *The Trial of Susan B. Anthony*

Subject Music

Author Debra Erck

Grade level K-3

Time duration 20 minutes (includes viewing excerpt from performance)

Overview In this activity, students will identify different voices used in the one-woman opera, *The Trial of Susan B. Anthony*. The excerpt featured in this activity is an aria called “The Witness.” In this aria, Mr. Beverly Jones is called as a witness to recount what happened on the day that Susan B. Anthony “illegally” voted in the presidential election of 1872 in New York.

Objective The students will:
*ID and perform the five voices: singing, speaking, whispering, calling and inner voices
*Listen to a musical excerpt from a new operatic work for voice & piano
*Explore the use of music to share a historical event

Standards TEKS: Music – K.1.A, 1.1.A, 2.1.A, 3.1.A, 4.1.A, K.4.B, 1.6.A, 2.6.A, K.3.C, 1.3.C, 1.5.B, 2.5.B, 3.5.B, 4.5.C, 2.5.C, 3.5.C, 4.5.D

Materials Video of The Trial of Susan B. Anthony
Displayed copy of facts about Susan B. Anthony and music excerpt
(ind. copies for students or on screen/board)

*Activities and
procedure
continued*

1. Display a fact about Susan B. Anthony on the board/screen for students. (See list below.)
2. As a class, practice using the following voices to read the text: speaking voice, whispering voice, calling voice, singing voice and “inner” voice.
3. Invite students to share ideas for gestures/motions for each of the voices (ex. speaking voice – pretend you are talking on a cellphone)
4. Share additional facts (See list below) and invite each student to select one to share with the class, using the “voice” of their choice. As individual students share, the rest of the class will identify the different voices by showing the appropriate gesture created in Step 3.
5. View the excerpt “The Witness” from the opera, *The Trial of Susan. B. Anthony* (10:20-12:26). Ask students to listen for different voices used in the performance.
6. Invite students to turn to their neighbors and describe how the performer used different voices to tell the story. NOTE: Some students may be able to make a comparison to the musical Hamilton, which also uses spoken and sung lyrics.

Assessment

On a 2nd listening, ask students to use created gestures to identify the voices used in “The Witness.”

*Additional
Information*

FACTS ABOUT Susan B. Anthony:
Susan B. Anthony was born in 1820.
Susan B. Anthony was a teacher.

Additional MORE FACTS ABOUT Susan B. Anthony:
Information Susan B. Anthony was helpful and caring.

Susan B. Anthony worked to abolish slavery in the United States.

Susan B. Anthony believed that everyone, including women should have the right to vote.

Susan B. Anthony was arrested for voting illegally.

Susan B. Anthony died in 1906.

Lesson Plan

Title Aria Generator – Brainstorming an aria

Subject Reading, Writing and Communicating and Music

Author Cherity Koepke

Grade level Middle School: grades 6, 7, 8

Time duration 1 hour

Overview Students will choose one inspirational woman from the Women's Rights Movement and begin to craft words, images, and ideas for an aria (song lyrics).

Objective The students will:
*ID and perform the five voices: singing, speaking, whispering, calling and inner voices
*Listen to a musical excerpt from a new operatic work for voice & piano
*Explore the use of music to share a historical event

Standards TEKS: Music - 6.4.A, 7.4.A, 8.44.A; ELA - 6.10.B, 7.10.B, 8.10.B

Procedure Working in groups or separately, students will complete the following steps in this activity:
1. Choose a historical figure from the Women's Rights Movement
2. Brainstorm words, images and ideas that connect to that person's story.
3. Use mind mapping to create a final set of words, images and ideas that could be used to write the lyrics for an original song.
4. Discuss the process with the student/students.

*see "Extra Credit" for options on how to continue this lesson

Materials Computer, internet access, supplies for mapping (paper, writing materials), “5 Cs of a Good Story”

Conclusions To conclude this brainstorming lesson, review and discuss all the lists, or clusters that have been created and evolved into a mind mapping chart. Point out words to the student that you feel suggest strong sensory-based images. Add any additional words and ideas that occur as you review. Explain that these collections of ideas and images will be the raw material for creating the text of an aria, also called a libretto, or song lyrics.

Extra credit #1: Take the ideas from this lesson and use them to fully compose the text, or libretto, for an aria. Essentially, write song lyrics.

Here is an example of an Iron Maiden song that was inspired by the Shakespearean text from *Julius Caesar*: <https://www.azlyrics.com/lyrics/ironmaiden/theevilthatmendo.html>

#2. Building on the composed text, students work to set their aria to music. This can be done in any musical genre the student prefers, i.e., rock, country, rap, jazz, hip-hop, alternative, classical, etc.

Here is an example of how to use the text written by Shakespeare and turn it into rap: <https://youtu.be/JvvUv5oxGqE>

For more inspiration, here is how hip-hop and opera can be paired and work harmoniously to tell a story: <https://youtu.be/TfQJZ76WR0U>

Procedures:

1. Choose the subject. Using historical timelines and biographical information, students should select a key figure from the Women’s Rights Movement. Students should be encouraged to choose a figure that they find inspirational or whose story they are interested in telling through their own words. Students can refer to the timeline lesson plan in this curriculum guide or find more information here:

<https://www.history.com/topics/womens-history/womens-history-us-timeline>

Procedures continued:

2. Developing central images and ideas. Ask students to create a list, or cluster, containing words, images or ideas that are central to the figure they have chosen. Encourage ideas based on clear, sensory-based expression. Refer students to the “5 Cs of a Good Story” as a guide.

Context – the where or the setting

Character – the who or the subject

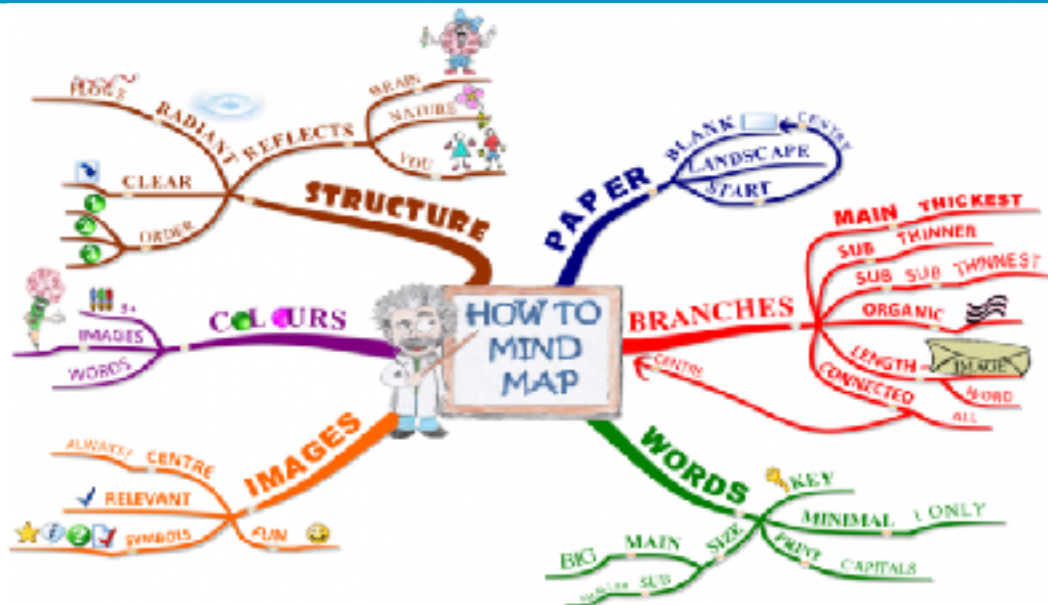
Conflict – the crisis or problem

Climax – the high point

Conclusion – the ending or resolution

3. Mapping connecting images and ideas. Select a word from step #2 and use the technique of mind mapping to expand upon the idea, providing supporting details and making connections that might lead to metaphors and similes. Students should be encouraged to allow the thought process to flow freely in diverse directions. Repeat this process several times with words that seem to be key images to the theme.

(see image below or visit this link for more examples: <https://www.kaptivateme.com/coach-blog/2017/11/9/inspiring-mind-maps-to-get-you-started>)



Primary School Version of How to Mind Map - Source: BrainTraining4Kids.com

Figure 1. An illustrated example of Mind Mapping

Closure: Explain that these collections of ideas and images are the raw material for the text of a libretto, or song lyrics. Composing the text and music for an aria can be done as extra credit or a separate lesson. When moving to that step in the process, word rhyming can be a useful tool to incorporate.

(Note: Writing a libretto or lyrics is closely related to the writing of rhyming poetry with a regular meter. Teachers are encouraged to use techniques from their creative writing curricula throughout the lyric-writing process. The fact that students are writing a song, however, rather than a poem, will create a new level of interest.)

Optional: Read aloud an image-filled poem or sing/play a familiar song with the class to leave them with a better understanding of the sense of wholeness that is experienced from a completed creative work. This can be an especially powerful to convey the importance of text and music in creating an emotional connection to the story. Some suggested examples are listed below:

<https://examples.yourdictionary.com/examples-of-imagery-poems.html>

<https://examples.yourdictionary.com/examples-of-imagery.html>

Assessment: Review the lists, looking for an adequate number of ideas for each. If done as a group project, also note how well students collaborated during this brainstorming lesson.

Modifications for elementary grades/special needs/LEP/IEP students: Pre-determine the historical figure. Begin each list with some “seed” ideas. When creating the lists or clusters, have students choose from a prewritten list of words, images, or sensory language.

Modification for high school/gifted and talented/honors students: Allow students to work individually, with a partner, or in small groups on the brainstorming activities. As they work, have them create word clouds as an additional form of creation and expression. Suggested, free word cloud generators are listed below:

<https://www.wordclouds.com/>

<https://wordart.com/>