Music and Technology

Using Webquests to Engage Students in Music

Carol Swinyar
**BUILD-A-BOOK Project**

http://www.geocities.com/carolswinyar/hymns.html

A WebQuest to Discover Christian Hymns

Created by Carol Swinyar (cyswinyar@hotmail.com)

**This is a reproduction of the webquest found at the URL given above. Navigate on the internet to the URL to engage your students in this webquest.**

**Introduction**

Your church is preparing for its 100th anniversary celebration. The junior class (grades 5 & 6) has been asked to take on a special project. The project is to collect the favorite hymns* of the people in the congregation into a booklet with the songs and background stories for the Celebration weekend.

Some of the work has already been done for you. But there is still plenty to do. Just follow the steps outlined below to complete this project.

*Definition of a hymn (him), n. 1. A song or ode in praise or honor of God, a deity, a nation. etc. 2. Something resembling this, as a speech or essay in praise of someone or something. (Gr. humnos, a festive song.)

**The Big Question**

Which favorite hymns of your church will you include in your collection?

**Getting Started**

Below you will find a list of the hymns that turned up most frequently in a survey filled out by the people in your church.

Each of the four people on your team should choose five hymns to research.

Your research should include the following:

- The author of the words of the hymn
- The words of the hymn (the text)
- When the words were written (what year?)
Where the words were written (what country or city?)
The story behind the hymn (if there is one)
Interesting information about the author

Here are the hymns to choose from:

A Mighty Fortress is Our God
All Creatures of My God and King
All Things Bright and Beautiful
Children of the Heavenly Father
I Need Thee Every Hour
I Sing the Mighty Power
I Will Sing of My Redeemer
In the Sweet By and By
It is Well with My Soul
More About Jesus
My Jesus I Love Thee
Near to the Heart of God
Now Thank We All Our God
O For a Thousand Tongues to Sing Redeemed
This is my Father’s World
’Tis So Sweet to Trust in Jesus
Take My Life and Let it Be
Turn Your Eyes Upon Jesus
What a Friend We Have in Jesus

What’s Next?

Now that you have lots of information on 20 different hymns, it is time to narrow down your team’s list. Share what you have learned with your teammates and together you may choose your favorites. Your completed booklet should contain 10-12 hymns with their background information.

Wrapping it Up

You are now ready to put together your song collection. Here are the pages it should contain:
Title Page (choose your own name for your collection)  
Table of Contents (list the hymns in your booklet with their page numbers)  
The Hymns and the Information about them (on alternate pages)  
You may wish to make a Dedication Page or add pictures. Use your imagination and be creative.

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**Evaluation**

Your project will be evaluated on the following criteria:

1. Did you select and research 5 hymns by the date set by your group?
2. Did you visit every site linked to your hymns?
3. Did you cooperate with your teammates in narrowing down the list to 10-12 hymns?
4. Did you assist in creating the song collection in two or more ways? How?
5. Is your song collection neat and attractive?

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**To the Teacher**

If you would like to know more about this lesson, [click here](#).

Return to the Homepage of Carol Swinyar
Instrument Match-up

http://www.geocities.com/carolswinyar/InstMatchup.html

An Internet WebQuest on Musical Instruments

created by Carol Swinyar (cyswinyar@hotmail.com)

**This is a reproduction of the webquest found at the URL given above. Navigate on the internet to the URL to engage your students in this webquest.

Introduction

At Liberty Bell Elementary School, all fifth graders have the opportunity to learn to play a musical instrument. But some of them can’t decide which instrument would be best for them. They need some Experts who can match them with an instrument that will fit their personality, pocketbook and a variety of other factors.

That Expert will be you!

In the following WebQuest, you will use teamwork and resources on the Internet to learn about Musical Instruments. Each person on your team will learn one piece of the puzzle and then you will come together to make decisions about the instrument match-ups.
The BIG Question

What musical instrument would you recommend for four fifth graders--Susie, Johnny, Jennifer, and Brandon?

Step 1 - Background Information

Step 2 - Becoming an Expert

Step 3 - Debating, Discussing and Reaching Consensus

Step 4 - Giving Your Recommendation

Conclusion

Step 1 - Background Information

To begin your WebQuest, let me introduce you to the four students you will be helping. You should read this section of the WebQuest with your WebQuest team members.

Susie

Susie is an A student, likes to play soccer and is a member of Girl Scouts. She has lots of friends but doesn’t need them around to be happy. She loves to read, is a hard worker and likes all kinds of music. She has played recorder for several years and takes piano lessons too. Susie likes a good challenge. Her parents will pay up to $750 for any instrument she chooses.

Johnny

Johnny is a B student who could make straight A’s but is often sloppy or careless. He is really into sports. Johnny keeps a good beat while listening to popular music on the radio. His parents won’t buy him an instrument unless he sticks with it for one school year. He wants to play in the band because his friend has signed up.
Jennifer

Jennifer, a solid B student, tries really hard but has trouble catching on. She loves to sing and wants to play an instrument that plays beautiful melodies. Her music teacher at school says she has a really good “ear”. She doesn’t really care about what her friends are doing; she just wants to be part of something special. Through baby-sitting, Jennifer has saved $250 towards buying an instrument. Her parents said they will pay for private lessons to help her get started.

Brandon

Brandon is a good student who is very quiet and gets extremely nervous when put in the spotlight. He is not involved in sports or any other clubs or out-of-school activities. His parents are very musical. They tell him that he will make some nice friends if he is in a music organization. When Brandon commits to something, he works hard at it. And he is committed to playing an instrument. His wealthy grandmother will buy him an instrument costing up to $1,000 and pay for lessons for up to three years if he takes it seriously.

Now that you’ve met the students, as a group try to answer these questions about each one. Take notes on your discussion to help you in Step 3.

• Why does this person want to learn an instrument?

• What is his previous musical experience?

• What financial resources does this student have?

• What might be this person’s time commitment to the instrument?

• Can you think of other questions you should answer about the students before you begin your research?
**Step 2 - Becoming an Expert**

First you will each choose a musical instrument family to research.

It would be helpful if you know someone who plays one of the instruments from the instrument family you select. This person can help you answer questions 3 and 4.

Here are the roles to choose from:

- **Percussion Expert**
- **Brass Expert**
- **Woodwind Expert**
- **Strings Expert**

Next you will read through the files linked to your chosen role. If you print out the files, underline the passages that you feel are the most important. If you look at the files on the computer, copy sections you feel are important by dragging the mouse across the passage and copying and pasting it into a word processor or other writing software.

Don’t forget to write down or copy and paste the URL of the file you take the passage from so you can quickly go back to it if you need to prove your point.

Remember that you may interview family or friends to gain information for questions 3 and 4.

The form at the bottom of the page may help you to keep track of your findings. [Click here to see form](#)

When you have finished your research, you will share what you’ve learned to help your teammates match the four Liberty Bell fifth graders with their perfect instrument.

**Percussion Expert** The Percussion Expert will research the following instruments:

- Snare Drum
- Bass drum
- Timpani
- Xylophone
- Glockenspiel
- Chimes
Brass Expert  The Brass Expert will research the following instruments:

- Trumpet
- Trombone
- French horn
- Baritone
- Tuba

Woodwind Expert  The Woodwind Expert will research the following instruments:

- Piccolo
- Flute
- Clarinet (Bb soprano)
- Saxophone (alto)
- Oboe
- Bassoon

Strings Expert  The Strings Expert will research the following instruments:

- Violin
- Cello
- Bass Viol
- Harp

Here are the questions that you will answer to become Experts.

1. What is the average cost to buy a student model of these instruments?
   - Check out the prices at the “Woodwind & Brasswind” on-line music store
   - Compare prices with the “Giardinelli” on-line music store

2. How many of these instruments are in an average band and orchestra?
   - Check out the Atlanta Symphony Orchestra Click on “Meet the ASO”, then “Musicians”
Check out the Dallas Symphony Kids Page Click on “Students”, then “Orchestra Seating Chart” (Be patient! This is a cool website so it takes a little longer to load.)

Check out the Indianapolis Symphonic Band Click on “Musicians”

Check out the Fort Wayne Community Band Click on “Meet the Band”

3. How long might it take for a person of average musical ability to master this instrument without taking private lessons? How about with private lessons? How much would the lessons cost? Are lessons available in your community?

To find the answers to these last questions, check our the Yellow Pages of your local phone directory. Look under “Music Instruction” and “Musical Instrument Sales and Repair”. If you’re brave enough, you could call the number and ask the questions to the person who answers phone!

Or you could check the on-line Yellow Pages Enter “Music lessons” in the category, then select your city and/or state.

4. What style of music is this instrument best known for?
Step 3 - Debating, Discussing and Reaching Consensus on Match-ups

You have each learned about a different family of musical instruments. Now you must decide *together* on the Instrument Match-ups. Each of you will bring a certain viewpoint to the answer. Sometimes you will all agree and other times you may disagree. Use information, pictures, movies, facts, opinions, etc. from the Webpages you explored to try to convince your teammates that your viewpoint is important and should be part of your team’s recommendations for the Instrument Match-ups.

Your WebQuest team should write down recommendations that everyone on the team can live with.

Step 4 - Giving Your Instrument Match-up Recommendation

Each person will now write an instrument match-up recommendation for one of the students.

It should be a paragraph that gives several good reasons supporting the group’s decision. Make sure to be specific in both the information (like where you got it from on the Web) and the reasoning (why the information proves your group’s point.)

Have each person on the team proofread the message.
Conclusion

So will Susie play the flute or the tuba? You’ve tackled a difficult task to match students with Musical Instruments. Whether or not Susie takes your advice, the fact is that you now know a lot about musical instruments! Nice work. You should be proud of yourselves!

Now try matching yourself with an instrument!