

IRVING BERLIN, THROUGH THE YEARS

Grade Level/Special Area: 8th Grade (Music)

Presented by: Sue Brownson, Elbert County Charter School, Elizabeth, CO

Length of Unit: 6 lessons of approximately 45 minutes each

I. ABSTRACT

The life and musical compositions of Irving Berlin seemed to have been custom fit for Core Knowledge. Through his life span of 101 years he survived immigration, the great American Depression, and both world wars. In this unit the life of this remarkable musician will be followed through his early poverty filled years on the streets of New York, overwhelming success during the ragtime era to loss at the Stock Market Crash of 1929, and success and failure on Broadway and in Hollywood. Students will complete this unit with knowledge not only of Berlin the composer but Berlin the man. Jerome Kern was once asked to define Irving Berlin's place in American music. He replied, "Irving Berlin has no 'place' in American music - Irving Berlin IS American music."

II. OVERVIEW

- A. Concept Objective
 - 1. Students will relate to music as a historical and cultural record of society.
- B. Content from the *Core Knowledge Sequence*
 - 1. Page 195 from the 1999 Core Knowledge Sequence: Irving Berlin, "There's No Business Like Show Business" and "Blue Skies"
- C. Skill Objectives
 - 1. Students will identify the historical events which inspired the music of Irving Berlin.
 - 2. The students will identify the technological advances that affected the music of Berlin.
 - 3. The students will identify the societal prejudices which affected the music of Berlin.
 - 4. Students will identify the influences in Berlin's early life which affected his musical writing.
 - 5. Students will identify the effects of the American Depression on the music of Irving Berlin.
 - 6. The students will identify the effects of WWII on the music of Irving Berlin.
 - 7. The students will identify the contributing factors to the final success and failures in the life of Irving Berlin.
 - 8. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado State Standard 1 for Grade 8 History)-addressed throughout the unit
 - 9. Students will relate music to various historical and cultural traditions. (Colorado State Standard 5 for Grade 8)-addressed throughout the unit

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. The A&E Biography video on the life of Irving Berlin is used extensively in this unit. The teacher should be familiar with this video or should read the book *Irving Berlin A Life in Song* by Philip Furia. A general knowledge of ragtime, both world wars, and Broadway musicals will also be of use.
- B. For Students
 - 1. Core Knowledge has students in each grade level study composers. The students should have an understanding of how composers use the influence of their surrounding world to create music.

IV. RESOURCES

- A. A&E Biography on the life of Irving Berlin (video)
- B. Furia, *Irving Berlin A Life in Song*
- C. Tomb, *A Coloring Book of American Composers*
- D. *Core Knowledge Sequence*
- E. *Appendices A-G*

V. LESSONS

Lesson One: Irving Berlin, The Early Years

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will relate to music as a cultural record of society.
 - 2. Lesson Content
 - a. Russian birth
 - b. Immigration to America
 - c. Limited education
 - d. Early writing career
 - e. Name change
 - f. Alexander's Ragtime Band
 - 3. Skill Objective
 - a. Students will identify the influences in Berlin's early life which affected his musical writing.
- B. *Materials*
 - 1. Irving Berlin Biography from A&E (video)
 - 2. VCR
 - 3. Pictures of Irving Berlin found in books or on the Internet
 - 4. Copies of blank Vocabulary Attributes Chart for each student (Appendix A)
 - 5. Vocabulary Attributes Chart for Lesson One (Appendix B) for teacher
- C. *Key Vocabulary*
 - 1. Immigrant-One who takes up residency in a new country
 - 2. Russia-Country from which Berlin's family moved in order to escape oppression
 - 3. Oppression-Hardships placed upon a person because of religious or personal beliefs
 - 4. Busker-Street performer
- D. *Procedures/Activities*
 - 1. The teacher will teach the lesson in lecture format relating the early life of Irving Berlin.
 - 2. He was born as Israel "Izzy" Baline on May 11, 1888 in Russia. In order to escape the oppression common to the Russian Jews, his family immigrated to America when he was 4 years old.
 - 3. His early childhood is spent in the lower East Side of New York City. At age 5 he sells newspapers for a penny a copy. At 13 he moves out of the house and becomes a busker.
 - 4. Berlin only has a third grade education and limited musical education. He can only play the black keys on the piano, and only knows one key, F sharp. In later years he will use musical secretaries and a piano built especially for him from Steinway in order to compose.
 - 5. Berlin becomes a singing waiter at the Pelhan Café where he writes his first song. He changes his name to Irving Berlin to sound more American.
 - 6. Berlin writes "Alexander's Ragtime Band" in 1911. He uses the ragtime melody that is the popular sound of the day. He sells 2 million copies in two years. This breaks records for song sales in his time period.
 - 7. Show the A&E video up through the release of "Alexander's Ragtime Band."

E. *Evaluation/Assessment*

1. The students will fill in the Vocabulary Attributes Chart as the lesson is being given. The teacher should do a daily check on the chart do make certain that the student has understood the lesson.
2. A culminating written test (Appendix A) will be given at the end of the unit.

Lesson Two: Irving Berlin and WWI

A. *Daily Objectives*

1. Concept Objective
 - a. Students will relate to music as a historical record of society.
2. Lesson Content
 - a. Dorothy Goetz, first wife
 - b. “When I Lost You”
 - c. “Watch Your Step”
 - d. Becomes US Citizen in 1918
 - e. Drafted into WWI
 - f. “Yip Yip Yankhank”
3. Skill Objective
 - a. Students will identify the historical events of Berlin’s lifetime which influence his music.

B. *Materials*

1. A&E Biography on the life of Irving Berlin (video)
2. VCR
3. Copies of blank Vocabulary Attributes Chart for each student (Appendix A)
4. Vocabulary Attributes Chart for Lesson Two (Appendix C) for teacher

C. *Key Vocabulary*

1. World War One-War fought in the early 1900s which involved most of the world
2. Dough Boys-Nickname for WWI soldiers
3. Draft-System for selection into military service

D. *Procedures/Activities*

1. The teacher will teach the lesson in lecture format on the influence of WWI on Irving Berlin.
2. Berlin marries his first wife, Dorothy Goetz in 1912.
3. She dies within five months of their marriage leaving him deeply depressed. He writes “When I Lost You” in her memory.
4. Premieres the musical “Watch Your Step” after the outbreak of WWI. The musical is based on the ragtime melodies of the day. It makes ragtime “respectable” and is a favorite of the Dough Boys.
5. Berlin becomes a US citizen in 1918.
6. He is drafted into the US Army and while a loyal citizen, he has trouble adjusting to army life. He has a lifelong habit of sleeping during the day and working at night.
7. Writes the musical “Yip Yip Yaphank” and convinces his superior officers to allow him to produce it on Broadway. This way he is able to serve in the army and sleep during the day.
8. Show the A&E video up through WWI.

E. *Evaluation/Assessment*

1. The students will fill in the Vocabulary Attributes Chart as the lecture is being given. The teacher should do a daily check on the chart do make certain that the student has understood the lesson.
2. A culminating written test (Appendix A) will be given at the end of the unit.

Lesson Three: Irving Berlin Post WWI

A. *Daily Objectives*

1. Concept Objective
 - a. Students will relate to music as a cultural record of society.
2. Lesson Content
 - a. Ziegfeld Follies
 - b. The Music Box
 - c. Ellin Mackay, second wife
 - d. American Press
 - e. “Blue Skies”
 - f. Hollywood and “The Jazz Singer”
3. Skill Objective(s)
 - a. Students will identify the technological advances of the day which influence the music of Berlin.
 - b. Students will identify the societal prejudices of the day which affected the music of Berlin.

B. *Materials*

1. VCR
2. A&E Biography on the life of Irving Berlin (video)
3. Copies of blank Vocabulary Attributes Chart for each student (Appendix A)
4. Vocabulary Attributes Chart for Lesson Three (Appendix D) for teacher

C. *Key Vocabulary*

1. Ziegfeld-Theater owner and New York City producer of great fame during the early 1920s
2. Talkies-Nickname for the first movies produced in Hollywood with sound

D. *Procedures/Activities*

1. The teacher will teach the lesson on Berlin’s post WWI years in lecture format
2. In 1919 Berlin works for the famous Flo Ziegfeld. He writes “A Pretty Girl is Like a Melody” for one of the shows.
3. Unsatisfied with working for others, Berlin opens his own theater. The theater is called “The Music Box.” It is the most expensive theater built on Broadway up until this time. Critics pan it and say it will never make money. Berlin’s first revue in his new theater is “Say It With Music.” It grosses \$400,000.
4. Berlin marries his second wife, Ellin Mackay in January of 1926. She is a New York socialite listed in the Social Registry. Prejudice abounds as her father disowns her for marrying an immigrant Jew.
5. The NYC press hounds the young couple. In order to help calm his young wife, Berlin writes the song “Always” in order to prove his love for her in the midst of all the press and prejudice.
6. Berlin writes “Blue Skies” at the birth of his first daughter.
7. Al Jolson stars in the first talkie “The Jazz Singer.” His version of “Blue Skies” is a big hit in the movie and prompts Berlin to move to Hollywood.
8. Show the video through “The Jazz Singer.”

E. *Evaluation/Assessment*

1. The students will fill in the Vocabulary Attributes Chart as the lesson is being taught. The teacher should do a daily check on the chart do make certain that the student has understood the lesson.
2. A culminating written test (Appendix A) will be given at the end of the unit.

Lesson Four: Irving Berlin During the American Depression

A. Daily Objectives

1. Concept Objective
 - a. Students will relate to music as a cultural and historical record of society.
2. Lesson Content
 - a. Death of second child
 - b. 1929 Stock Market crash
 - c. "As Thousands Cheer"
 - d. Hollywood musicals
 - e. Fred Astaire
 - f. "Top Hat"
 - g. "Holiday Inn"
 - h. "White Christmas"
3. Skill Objective
 - a. Students will identify the effects of the American Depression on the music of Irving Berlin.

B. Materials

1. VCR
2. A&E Biography on the life of Irving Berlin (video)
3. Copies of blank Vocabulary Attributes Chart for each student (Appendix A)
4. Vocabulary Attributes Chart for Lesson Four (Appendix E) for teacher

C. Key Vocabulary

1. American Depression-Period in American history in which many families were left without jobs and money
2. Stock Market Crash-1929 crash of the American Stock Market on Wall Street
3. Catalogue-Book that contains publication rights for songs
4. Lynch-To ambush and hang from the neck.

D. Procedures/Activities

1. The teacher will teach Irving Berlin's life during the Depression in lecture format.
2. Irving Berlin's second child, Irving Berlin Jr., died three weeks after his birth. At this tragic time, Ellin was reunited with her father Clarence Mackay. This is also the first time Mr. Mackay ever met Irving Berlin.
3. In October 1929, the New York Stock Exchange crashes. Irving Berlin was one of the few composers who actually owned their own catalogue. Ownership of all of his songs kept the Berlin family afloat even though they lost money and stocks in the crash.
4. Berlin had little success in Hollywood following the kudos from "The Jazz Singer." Technology was very crude at this point. Cameras made a lot of noise and had to be encased. Microphones were stationary which made the actors look stiff and unnatural. Because of these factors, audiences hated the musicals which Hollywood produced. Soon they refused to see the musicals at all.
5. Berlin moves back to New York and produces the revue "As Thousands Cheer." This revue is based on a daily newspaper. "As Thousands Cheer" debuted in 1933. It featured such memorable songs as "Heatwave" and "The Easter Parade." The showstopper was a song performed by African -American singer Ethel Waters. The song is "Supertime" and is sung by a woman who is preparing supper for her children after her husband has been killed in a lynching. As Mr. Berlin was writing "As Thousands Cheer," lynchings were rampant in the state of Texas. Daily newspapers carried the horrifying daily accounts. Berlin, perhaps drawing on his own experiences with prejudice and intolerance, wrote the haunting melody and lyrics to "Supertime." Nothing like it had ever been on Broadway. Ethel Waters later went on to say that she

was singing to a well-fed audience about **her** people and their life experiences. She received curtain calls every time she performed it.

6. After the success of “As Thousands Cheer,” Berlin was called back to Hollywood. By now, technology was more advanced and could accurately reproduce a musical. Berlin formed a partnership with a little known Broadway dancer. Critics marked this as the end of Berlin’s career because this dancer couldn’t sing, couldn’t act, was going bald, and could only dance a little. The dancer was Fred Astaire. His partnership with Berlin would last for the rest of his life professionally and personally. Berlin wrote the music for “Top Hat” which debuted in 1936. Audiences were tired of the Depression and longed for the elegant lifestyle they saw portrayed by Fred Astaire and Ginger Rogers. “Top Hat” includes the memorable “Cheek to Cheek” and “Top Hat, White Tie, and Tails.”
 7. In 1940 Berlin wrote the score for “Holiday Inn” which starred Bing Crosby and Fred Astaire. The film was beset with problems and production was late. Berlin was separated from his family. Berlin decided to write a Christmas song for “Holiday Inn.” In a one night writing session, Berlin wrote the words and lyrics to “White Christmas.” “White Christmas” continues to be one of the biggest selling songs of all time and for many it isn’t Christmas until Crosby croons those immortal words. Berlin had originally intended the song to be sung by melancholy singers surrounding a swimming pool, but the song became an instant classic with Crosby fans.
 8. Show the A&E Biography on the life of Berlin through the writing of “White Christmas.”
- E. *Evaluation/Assessment*
1. The students will fill out the Vocabulary Attributes Chart as the lesson is being taught. The teacher should do a daily check on the chart do make certain that the student has understood the lesson.
 2. A culminating written test (Appendix A) will be given at the end of the unit.

Lesson Five: Irving Berlin in WWII

- A. *Daily Objectives*
1. Concept Objective
 - a. The students will relate to music as a historical record of society.
 2. Lesson Content
 - a. “God Bless America”
 - b. “This is the Army”
 - c. Integrated Army unit
 - d. “Oh, How I Hate To Get Up in the Morning”
 - e. Medal of Merit
 3. Skill Objective
 - a. The students will identify the effects of WWII on the music of Irving Berlin.
- B. *Materials*
1. VCR
 2. A&E Biography on the life of Irving Berlin (video)
 3. Copies of blank Vocabulary Attributes Chart for each student (Appendix A)
 4. Vocabulary Attributes Chart for Lesson Five (Appendix F)
- C. *Key Vocabulary*
1. World War Two-War fought during the late ‘30s and ‘40s which involved most of the world
 2. Medal of Merit-National medal for special service to the American government
- D. *Procedures/Activities*
1. The teacher will teach Irving Berlin’s experiences through WWII in lecture format.

2. In the late 1930s, WWII loomed large on the horizon. Irving Berlin never lost his gratitude at being an American citizen. Even though he had experienced prejudice as an immigrant, he still considered America his home. He wanted to write a song to show his pride in being an American. He made attempts at writing a new song but nothing worked. He went back to his trunk and pulled out a song he had written 18 years earlier for WWI. His musical secretary at the time had called the song too sentimental and no one would want to hear it. The song no one wanted to hear was “God Bless America.” Berlin gave it to Kate Smith to sing on Armistice Day November 11, 1938. It became an instant classic. Even then it was met with prejudice. Outcries railed that an immigrant would dare write such words. None of it mattered. It was the song of hope America needed. Soon after calls for it to become the National Anthem replacing “The Star Spangled Banner.” Berlin, however, would not allow it.
 3. As America entered WWII, Berlin was in his fifties. Too old to serve in the armed forces, he nonetheless wanted to honor his country. He wrote a revue called “This is the Army.” “This is the Army” formed its own unit and toured all during the war. Berlin wrote a song called “What the Well-dressed Man will wear in Harlem.” He insisted that black soldiers perform the number. This made “This is the Army” the only integrated unit in the army for the duration of the war.
 4. Berlin himself performed in “This is the Army.” He sang a song which had made him famous during WWI, “Oh, How I Hate to Get Up in the Morning.” It was a great moral booster for the soldiers. “This is the Army” raised 9 million dollars in relief effort for families who had lost loved ones during the war.
 5. Hollywood made a movie of “This is the Army” in which Berlin sang his song. As he was in rehearsal one of the stagehands was heard to say, “If the guy who wrote this song heard this, he’d roll over in his grave!” Berlin wasn’t much of a singer.
 6. In 1945 Berlin was awarded the Medal of Merit for his work in WWII. He later said that was the biggest emotional experience of his life and nothing ever topped it.
 7. The teacher will show the A&E Biography on the life of Irving Berlin through WWII.
- E. *Evaluation/Assessment*
1. The students will fill out the Vocabulary Attributes Chart as the lesson is being taught. The teacher should do a daily check on the chart do make certain that the student has understood the lesson.
 2. A culminating written test (Appendix A) will be given at the end of the unit.

Lesson Six: Irving Berlin, the Final Years

A. *Daily Objectives*

1. Concept Objective
 - a. The students will relate to music as a historical and cultural record of society.
2. Lesson Content
 - a. “Annie, Get Your Gun”
 - b. “There’s No Business Like Show Business”
 - c. “Anything You Can Do”
 - d. Ethel Merman
 - e. “Mr. President”
 - f. “Say it with Music”
 - g. Sept. 22,1989-death of Irving Berlin
3. Skill Objective
 - a. The students will identify the contributing factors to the final successes and failures in the life of Irving Berlin.

B. *Materials*

1. VCR

2. A&E Biography on the life of Irving Berlin (video)
 3. Copies of blank Vocabulary Attributes Chart for each student (Appendix A)
 4. Vocabulary Attributes Chart for Lesson Six (Appendix G) for teacher
- C. *Key Vocabulary*
1. Dwight D. Eisenhower-President of the United States during the late '50s and early '60s
 2. John F. Kennedy-President of the United States during the 1960s
- D. *Procedures/Activities*
1. The teacher will teach the final years of Irving Berlin in lecture format.
 2. Following the success of "This is the Army," Berlin returned to Broadway with some reservation. Richard Rodgers and Oscar Hammerstein were producing a new musical called "Annie Get Your Gun." They had hired Jerome Kern to write the score. However, when Mr. Kern came to New York, he died suddenly from a heart attack. Rodgers and Hammerstein called Berlin to write the score. He was unsure about the project because he felt it needed a "hillbilly" sound that he would be unable to write. All of his life he had depended upon his surrounding world to draw his musical portraits. He felt that this project was out of his realm but decided to read the libretto. He was struck with the fact that this was a musical about show business.
 3. Berlin wrote three songs for "Annie Get Your Gun" in six days. He went on to complete the entire score within three months. The show starred the sensational Ethel Merman who breathed excitement into such songs as "There's no Business Like Show Business," "Anything You Can Do, I Can Better," and "You Can't Get a Man with a Gun." The show was a triumph.
 4. Berlin's next Broadway show also starred Ethel Merman. "Call Me Madam" was based on the life of an American diplomat. It was to be Berlin's last success as a composer. One song of note from the musical was "We Like Ike." General Eisenhower was being courted to run for the presidency during this time. He was still refusing to run. When people heard "We Like Ike," they were more emphatic than ever that Ike should run. Later his campaign manager would borrow the phrase and change we to I. *I Like Ike* went on to become one of the most recognizable campaign slogans ever.
 5. During the 1950s, rock and roll became the music of choice. Teenagers considered Berlin to be old-fashioned. He was unable to create rock music and in fact hated the sound. He wrote very little once the rock era was introduced.
 6. Berlin made a final attempt at Hollywood with a film called "Say It With Music." Berlin had written the song "Say It With Music" many years before while still in his Music Box days on Broadway. The film was to feature new and old Berlin songs. However, there was a general lack of interest in the film and Hollywood soon scrapped the plans to produce the movie.
 7. Berlin did write one more musical before his retirement. "Mr. President" was based on the youthful president JFK. However, by now the Berlin magic was gone. With no major star to sing his melodies he was doomed for failure. One critic wrote that the musical was dreadful, that was the only word to use, dreadful. Despite the pan of his musical, Berlin was happy that he was still able to create.
 8. During his final years, Berlin lived quietly with Ellin until her death in 1988. He never released any song from his catalogue. Steven Spielberg called Berlin to use one of his songs in an upcoming movie. Berlin refused saying he needed the song for a future project. At the time, Berlin was 98 years old.
 9. Irving Berlin died on September 22, 1989 at the age of 101. He left behind a legacy of a thousand songs, half of which became popular, 35 of which became #1 hits. No other composer has ever matched this. When Jerome Kern was asked to define Irving Berlin's place in American music he replied, "Irving Berlin has no 'place' in American music - Irving Berlin IS American music."

10. The teacher will show the A&E Biography on the life of Irving Berlin until the end.
- E. *Evaluation/Assessment*
1. The students will fill out the Vocabulary Attributes Chart as the lesson is being taught. The teacher should do a daily check on the chart do make certain that the student has understood the lesson.
 2. A culminating written test (Appendix A) will be given at the end of the unit.

VI. CULMINATING ACTIVITY

- A. Test on Irving Berlin (Appendix H). Use Answer Key (Appendix I) for answers.
- B. The students will create a poster depicting the life of Irving Berlin. Suggestions for the poster could include such things as Berlin song lyrics, American flag, Russian artifacts, Hollywood movie scenes.
- C. The students will perform the music of Irving Berlin in a canteen setting as would have been done during World War II.
- D. The students will create a musical based on the song “White Christmas” by Irving Berlin.

VII. HANDOUTS/WORKSHEETS

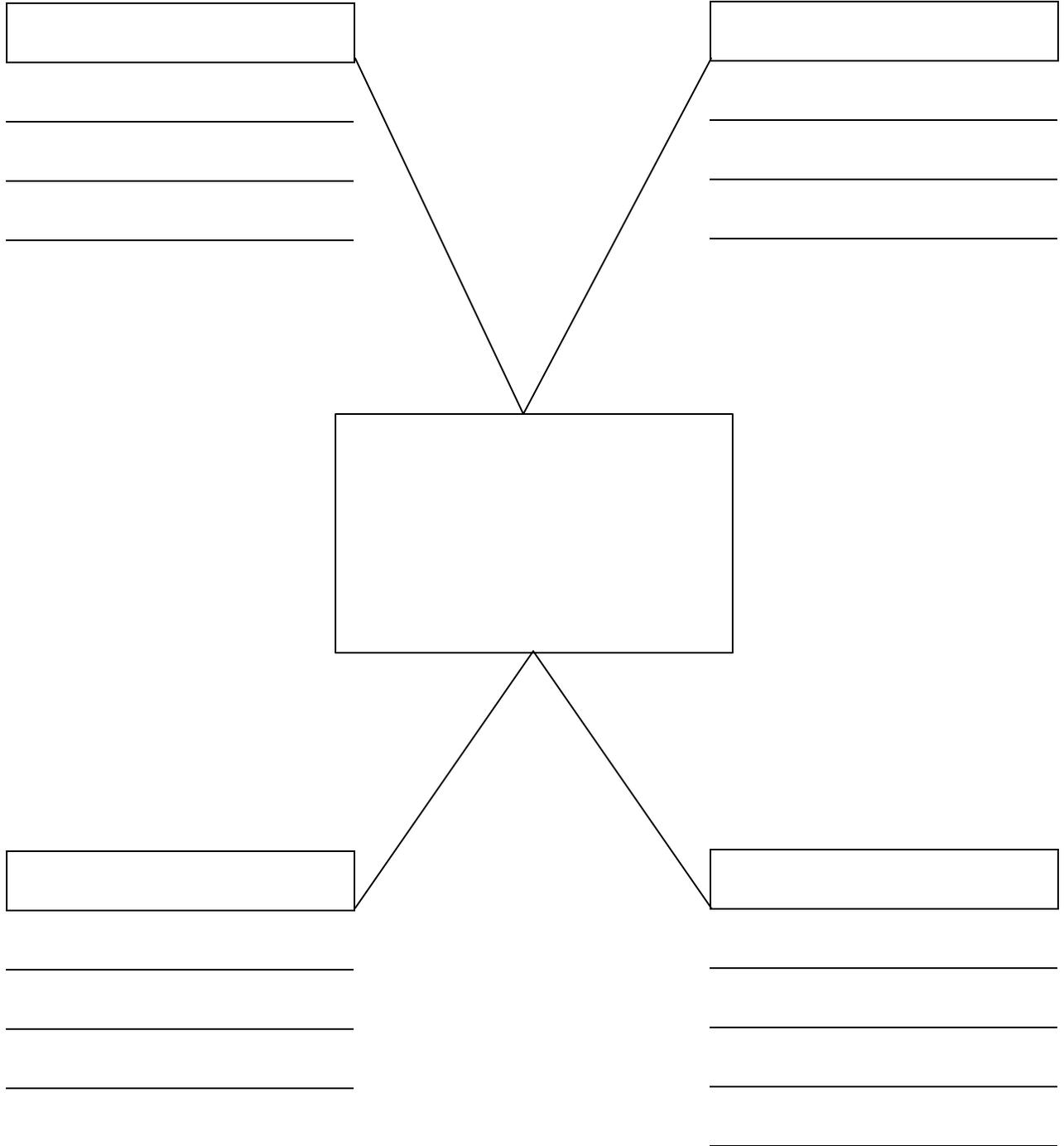
- A. Appendix A: Blank Vocabulary Attributes Chart
- B. Appendix B: Vocabulary Attributes Chart for Lesson One
- C. Appendix C: Vocabulary Attributes Chart for Lesson Two
- D. Appendix D: Vocabulary Attributes Chart for Lesson Three
- E. Appendix E: Vocabulary Attributes Chart for Lesson Four
- F. Appendix F: Vocabulary Attributes Chart for Lesson Five
- G. Appendix G: Vocabulary Attributes Chart for Lesson Six
- H. Appendix H: Irving Berlin Test
- I. Appendix I: Answer Key for Test

VIII. BIBLIOGRAPHY

- A. Furia, Philip. *Irving Berlin A Life in Song*. Schirmer Books . New York, New York: 1989. ISBN 0-02-864815-3.
- B. Tomb, Eric & Rail, Paul. *A Coloring Book of American Composers*. Bellerophon Books, Santa Barbara, CA: 1997. ISBN 0-88388-158-6.
- C. *Core Knowledge Sequence*. Charlottesville, VA: 1997. ISBN 1-8905167-12-7.

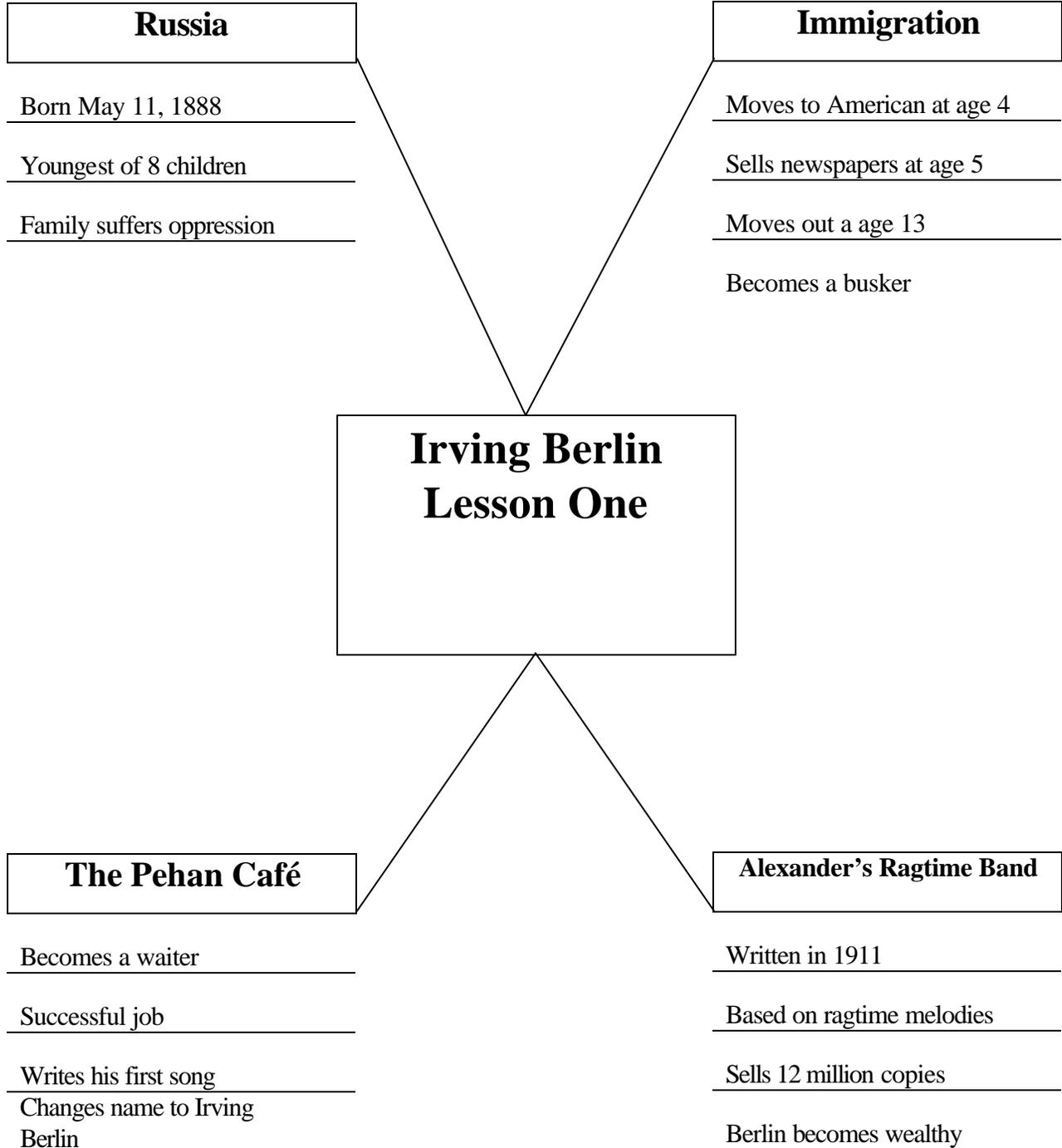
Appendix A

Blank Vocabulary Attributes Chart



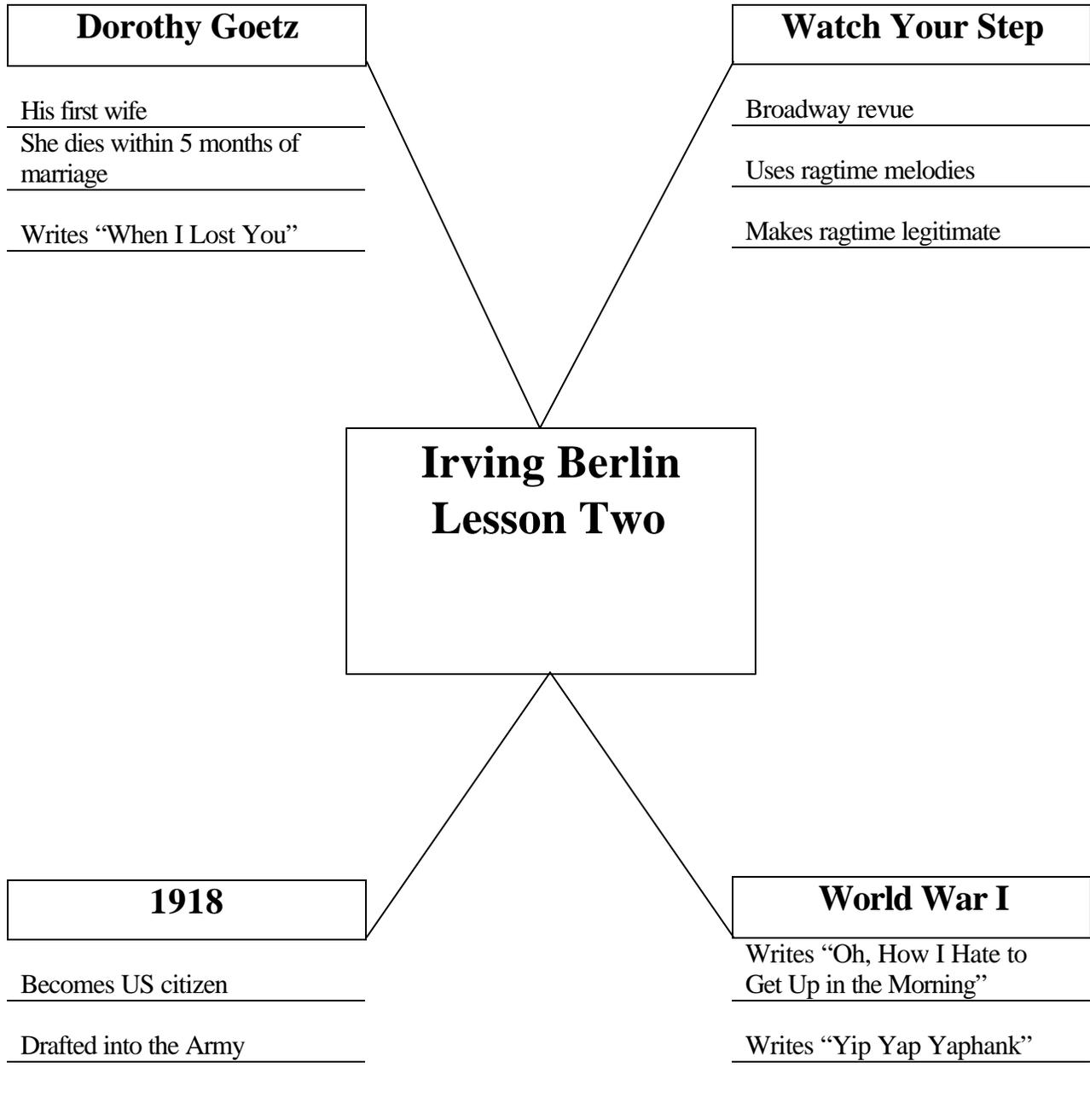
Appendix B

Vocabulary Attributes Chart for Lesson One



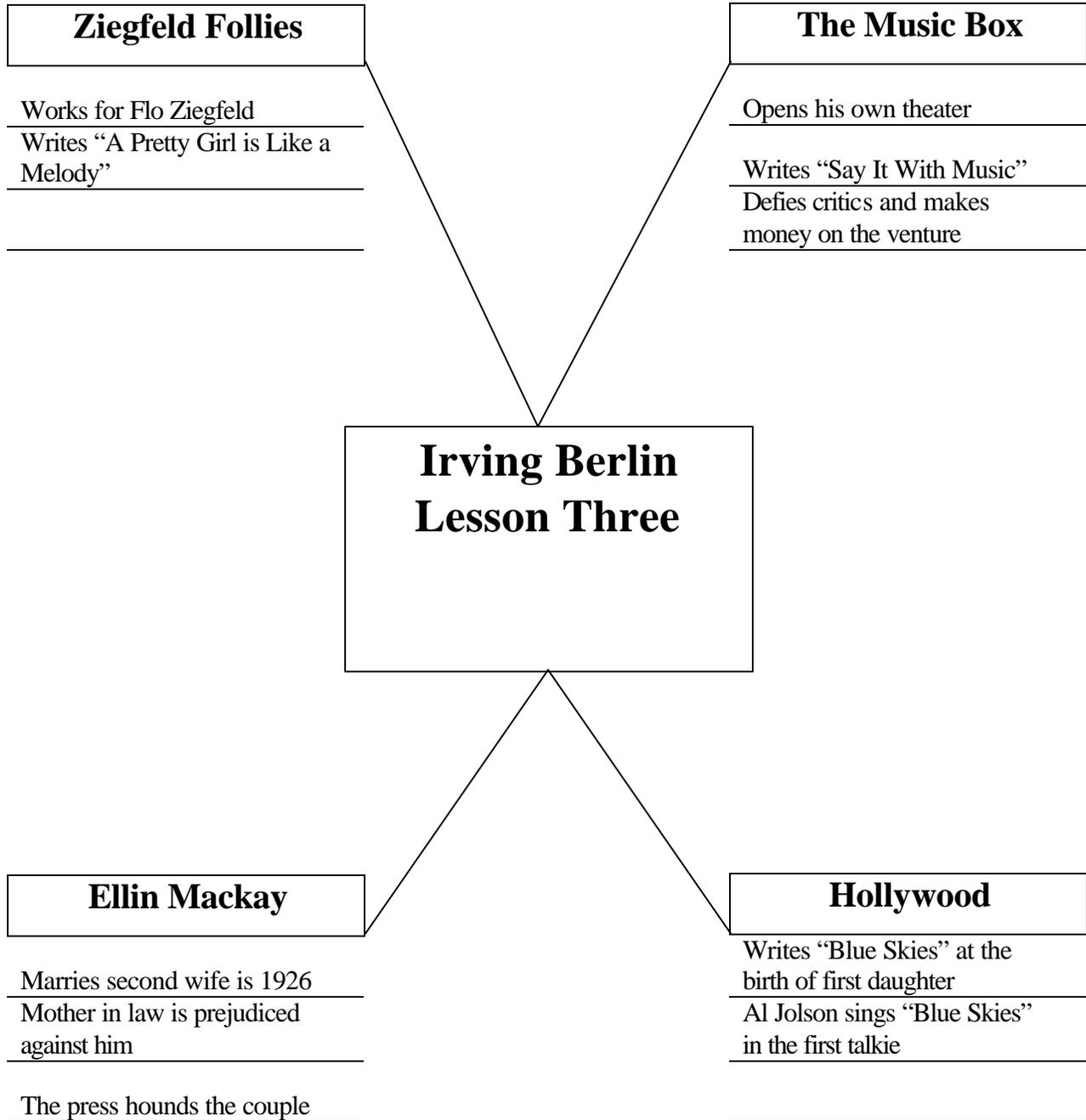
Appendix C

Vocabulary Attributes Chart for Lesson Two



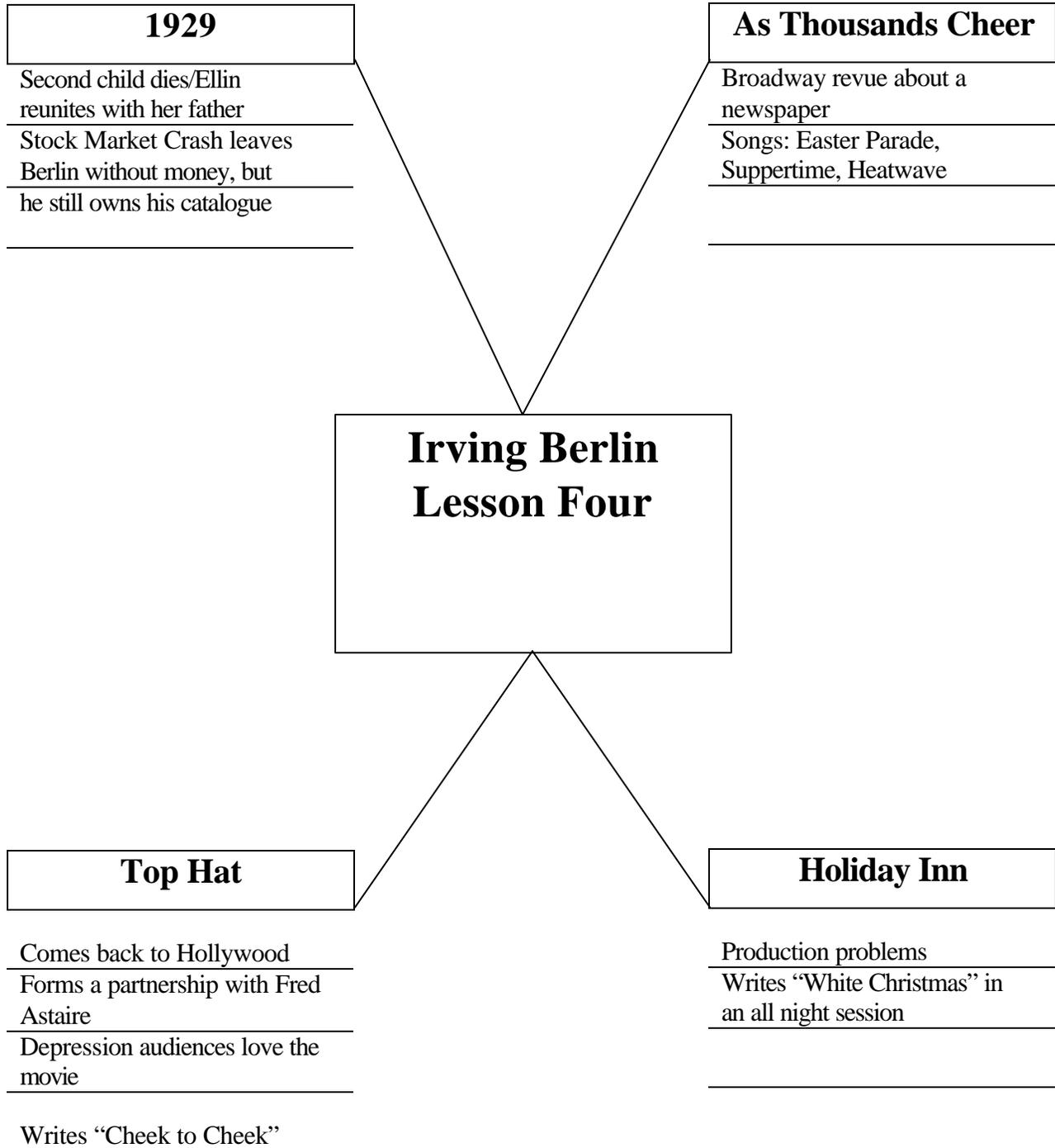
Appendix D

Vocabulary Attributes Chart for Lesson Three



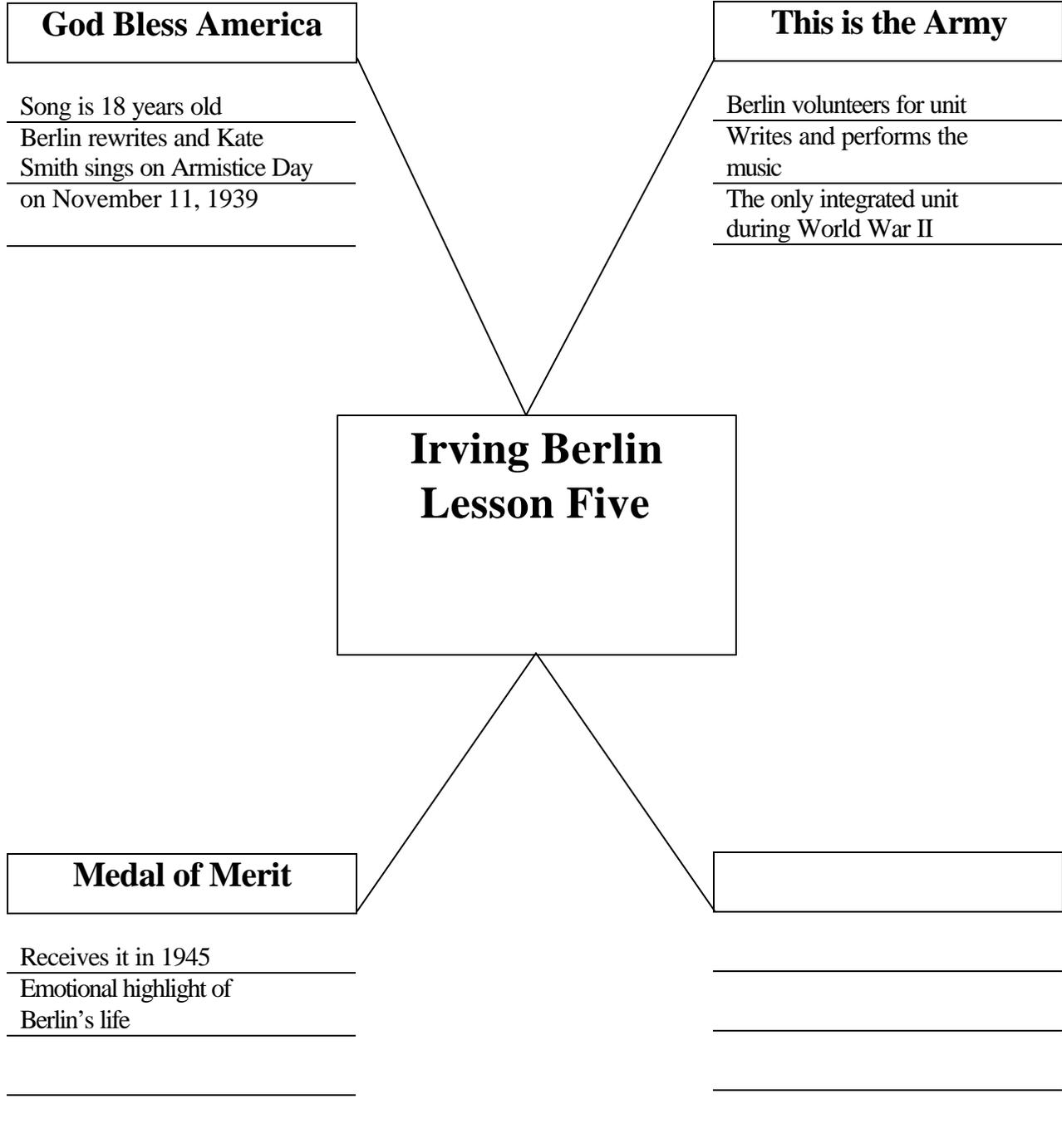
Appendix E

Vocabulary Attributes Chart for Lesson Four



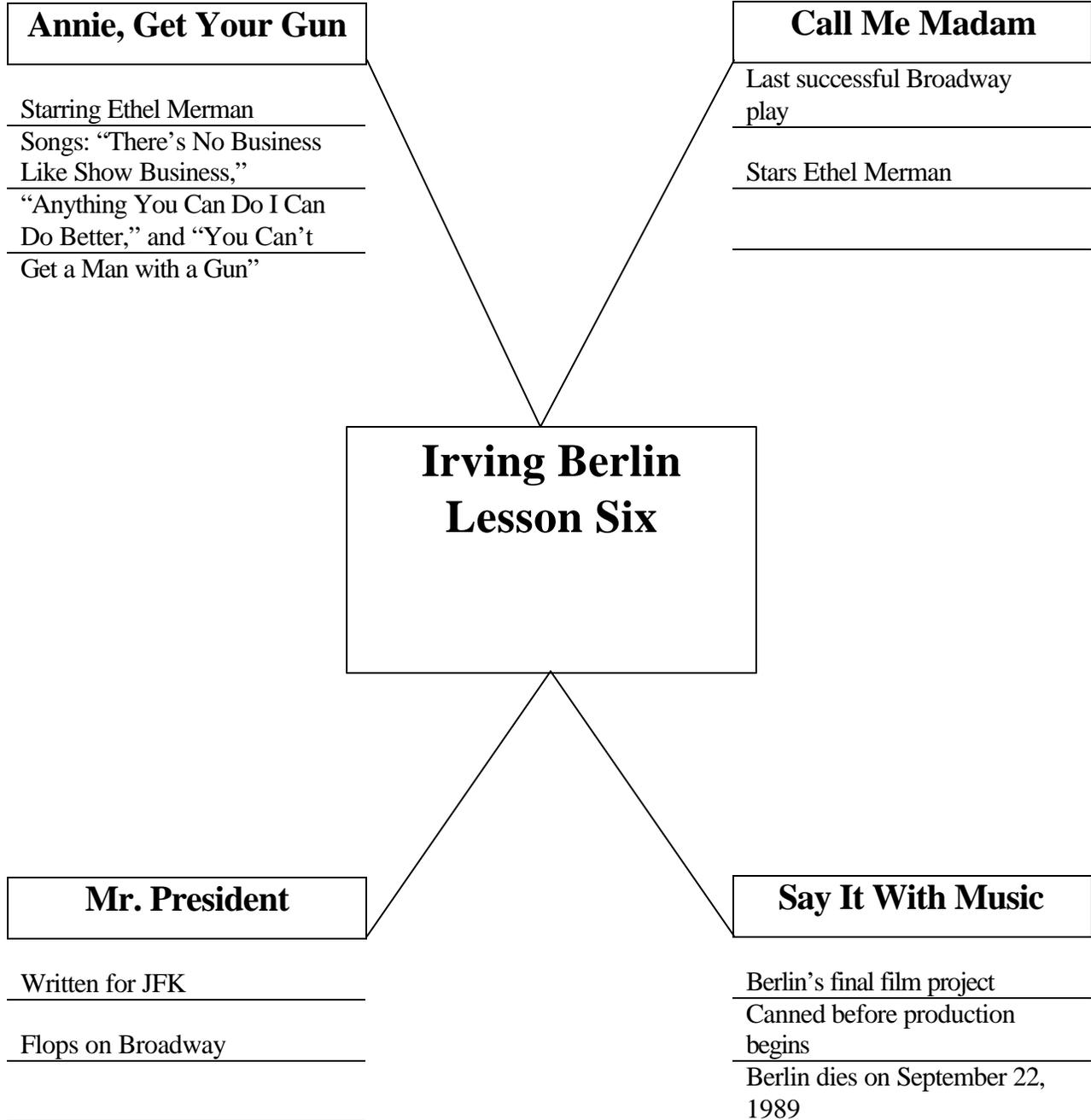
Appendix F

Vocabulary Attributes Chart for Lesson Five



Appendix G

Vocabulary Attributes Chart for Lesson Six



APPENDIX H
Final Test on Irving Berlin

NAME _____

1. Irving Berlin was considered an American composer even though he was born in _____.
2. Berlin's family migrated to America when he was _____ years old.
3. Berlin grew up in _____ of New York City.
4. He changed his name to Irving Berlin when he wrote his first piece of music because _____.
5. _____ was Berlin's first success as a writer, he used ragtime melody to write it.
6. Berlin wrote the musical _____ in order to sleep during the day and work at night while he was still in the military.
7. When Berlin's first wife, Dorothy, died he wrote _____.
8. The name of the theater that Berlin built on Broadway was _____.
9. Irving Berlin's father-in-law didn't accept Berlin because _____.
10. _____ was the song Al Jolson sang in "The Jazz Singer." This was also the song Berlin wrote at the birth of his first daughter.
11. _____ is the famous Christmas song from "Holiday Inn" which Bing Crosby sings.
12. _____ was the famous Hollywood dancer with whom Berlin formed a partnership.
13. Berlin wrote _____ in order to show his love for America. Kate Smith debuted it on Armistice Day in 1939.

14. Berlin's unit for WWII was called _____.
15. Berlin won the _____ for his service in WWII.
16. Berlin wrote the musical _____ which was produced by Rodgers and Hammerstein.
17. One song from this musical is _____.
18. Berlin wrote the musical "Mr. President" about this American president: _____.
19. This musical was or was not a success? (Circle one)
20. Berlin died in 1989 when he was _____ years old.
21. Berlin did or did not have a tremendous amount of education. (Circle one)
22. Berlin did or did not use his surrounding world to create his music. (Circle one)
23. State three factors which influenced the musical writings of Irving Berlin. They can be from American history or from his experiences with American culture.
 - 1.
 - 2.
 - 3.

APPENDIX I
ANSWER KEY

1. Russia
2. 4 years old
3. lower east side
4. he wanted an American sounding name.
5. Alexander's Ragtime Band
6. Yip Yip Yaphank
7. When I Lost You
8. The Music Box
9. he was a Catholic New York socialite who was prejudiced against his Jewish immigrant son-in-law.
10. Blue Skies
11. White Christmas
12. Fred Astaire
13. God Bless America
14. This is the Army
15. Medal of Merit
16. Annie Get Your Gun
17. There's no Business Like Show Business, Anything You Can Do, You Can't Get a Man with a Gun
18. John F. Kennedy
19. was not
20. 101
21. did not
22. did
23. WWI, WWII, American Depression, Immigration, Prejudice against Jewish people, prejudice against immigrants, ragtime, Hollywood technological advances, Broadway musical tastes.