Enrich your learning with movies and documentaries in conjunction with this DVD Learning Guide! Simply rent or purchase the media, then use this guide to teach this film's topics!

Each DVD Learning Guide Includes:
- Vocabulary from the Film
- Discussion Questions based on Film Content
- Lesson Plans and Activities
- Related Books and Online Resources

Links to Netflix and Amazon included!
The Sound of Music  (1965)
A Homeschool Learning Network® Learning Guide

Format: DVD
Age Levels: Elementary School, Middle School, High School
Genre: Classic
Category: Entertainment
Rating: G
Length: 175 minutes
Producer: Argyle Enterprises, Inc.
Warnings: Reference to Nazism and the Third Reich

Summary

The Sound of Music is a timeless musical classic for the whole family! Set in Austria during World War II, a spirited convent novice, Maria, is asked to leave her safe cloister to become the governess for a family of seven children. A strict and somber widower, Captain von Trapp, runs the household as if it was a military camp, with whistles to call the children and “playtime” that consists of walking the grounds of his estate. Maria changes his world—and the children's—by her introduction of music and laughter into the home. With the onset of Hitler's occupancy of Austria, the Captain is forced to make hard choices when asked to join the Third Reich. This 1965 film is based on the true story of the von Trapp family, who settled in the United States after escaping Austria.

Vocabulary (Grades 1-12)

Try the following activities with the vocabulary words to the right. Depending on the age and ability of your students, they may be able to complete assignments from multiple grade levels.

1-2: Ask your students to copy the following words in alphabetical order, and to describe each of the words verbally. Practice spelling.

3-5: Look up each word in a dictionary, and write down its definition. Write each word in a sentence, or write a paragraph using the words.

6-8: Write a description or review about this DVD using the vocabulary words. Above each vocabulary word, write N if it is a noun, V if it is a verb; ADJ if it is an adjective; ADV if it is an adverb.

9-12: Write down words you hear in the video you don't understand. Break the words into parts and see if you can determine the meanings. Look up the meanings.
Discussion Questions

Ask students to read through their questions carefully before watching the film, and take notes during the film. After watching it, ask students to write their answers to the following questions on a separate piece of paper.

Elementary
1. What were some of the rules that Maria broke at the Convent, and why do you think she broke them?
2. What song does Maria sing with the children during the thunderstorm? Why do they sing it? What is your favorite line from that song?
3. What does Maria do with the children when the Captain is away?
4. Why do you think the Captain is so strict with the children?
5. Does the Captain like it when music is introduced back into his house?
6. How does the von Trapp family escape from Austria?

Intermediate
1. Why did the Mother Superior send Maria to the von Trapp family? Do you think it was a punishment?
2. Thunder and lightening are often scary if you do not understand it. What is thunder and lightening, and why do you see the lightening before you hear the thunder?
3. Explain the difference in Captain von Trapp's personality at the beginning of the movie, and then at the end of the movie. How is it different? How is it the same? What was the turning point for this in the movie?
4. Why doesn't Captain von Trapp want his family to sing in public?
5. Why does the Captain decide not to marry the Baroness?
6. Describe the relationship between Liesl and Rolf. How does it differ from the beginning of the movie to the end of the movie? Why?

Advanced
1. There are two romances going on within the Sound of Music, one between Maria and the Captain, and one between Liesl and Rolf. Explain how both are influenced by the politics of the time.
2. Captain von Trapp is a strict disciplinarian. Throughout the movie, does that affect the children’s love for him? How is their relationship enhanced throughout the movie?
3. What principles would Captain von Trapp give up if he went to fight for the Third Reich? Was he right in deciding to flee instead of fight?
4. What qualities did Maria and the Captain see in each other that made them fall in love? Given their differences, would it be enough to sustain a long-term relationship? What issues might they have in the future?
5. Why did the men of the Third Reich allow the von Trapps to sing at the festival?
6. Captain von Trapp sings Edelweiss at the Festival, and he states that it is a love song that the audience shares with him. He states that he hopes the audience “will never let it die”. What does he mean?
Lessons & Activities

Von Trapp’s Europe

Subjects: History, Geography
Grades: K-8
Style: Visual/Experiential/Kinesthetic

Concepts:
Students will learn about the geography of Europe, and German-controlled territory during World War II. Included: More von Trapp lesson ideas!

Lesson:

Grades K-5
1. Print the map of Europe on the following page.
2. The von Trapp family lived in Austria. Use an atlas to find Austria, and color it with a colored pencil.
3. Locate the capital of Austria, Vienna, draw a star, and label the city.
4. In the movie, the von Trapps escaped over the Alps Mountains. Find the Alps in your atlas, then draw them on your map of Europe. Color and label them.
5. Older students can label the other countries of Europe. List the countries that border Austria.

Grades 6-8
1. Print out five copies of the Europe map on the following page.
2. Review the Animated World War II map at:
3. Draw the German territories and allied forces territories on the 5 maps for the following years: 1939, 1941, 1943, 1944, 1945
4. What country remains neutral throughout the war?
5. Create a Venn Diagram that compares the geography of Austria with your own state or country. Compare the common elements of both on a separate piece of paper. How are they the same, and how are they different?

Extension: Continue learning the facts behind this movie by studying the real von Trapp family! Use the following resources to research the von Trapps and their life after Austria:

o Von Trapp Family History 

o Sound of Music Historical Archives  
http://www.foxhome.com/soundofmusic/arc/arcm.html
Map of Europe
Additional Lessons and Activities for Your Child’s Learning Style

Visual (seeing)

- This movie is full of vivid images of scenery and action scenes. Think back to the movie, and list five action scenes. What made them stick out in your mind? Write a descriptive passage that explains the event, and what you see in it. Now, re-watch that portion. What details did you leave out? Why do you think you overlooked those things?

- Describe the home that the von Trapps lived in. How many details can you remember? Make a list. Compare your list to another student’s list. How many different details did they remember?

- At the beginning of the movie, Maria has difficulty remembering the different children’s names. Can you remember what they looked like? Here are their names. Can you order the names from oldest to youngest? What color hair did they have? What color eyes? Or, what other details about them can you remember? When you have finished, watch the beginning of the movie to check if you were right! Why do you think it is difficult to connect a visual image, such as a face, with a name?
  - Marta, Kurt, Gretl, Liesl, Brigitta, Friedrich, Louisa

Auditory (hearing)

- Practice the classic songs of the Sound of Music! Memorize the lyrics, and sing the songs together! Discuss what each song represents, and how it helped illustrate and enhance the movie. Sound of Music Lyrics:

- This movie is named “The Sound of Music”. Why is it named that? Think of five examples of music in the movie, and what the music represented.

- Use the links above to find the lyrics to Do Re Mi. “Do re mi fa so la ti do” are the words used to denote the various tones of the diatonic scale in music. Use this as an opportunity to teach music basics to your students by explaining the different notes and tones.
  - Music Notes: An Interactive Music Experience http://library.thinkquest.org/15413/
  - Diatonic Scale http://www.ericweisstein.com/encyclopedias/music/DiatonicScale.html

Experiential (feeling, internalizing)

- In the song “My Favorite Things” Maria helps the children visualize things that help them be less afraid. What images in the song comfort you? Make a list of those images. What other images might calm you if you feel afraid? Besides images, what else can you do to calm fear?
• Describe the difference between an internal conflict and an external conflict, and think about the characters in the movie. What internal conflicts do Maria, the Captain, and Rolf have? What decisions did they make about their internal conflicts? What external conflicts happen in the movie? List three.

Kinesthetic (movement and tactile)
• Create your own puppet show! Puppets are a form of fine art—and can be made by the young and old student alike! Use the resources below to research puppetry. Make a puppetry show based on the Sound of Music! Don’t forget the details—the set and the script!
  o Puppetry http://www.sagecraft.com/puppetry/
• Telegraphs were the first practical means for sending messages electronically. Today we are lucky! We have many different ways to send messages electronically. How many can you name? Next, learn more about the history of telegraphs at:
  o Telegraph History http://www.inventorsmuseum.com/telegraph.htm

Now try your hand at Morse Code:
  o Morse Code Translator http://www.soton.ac.uk/~scp93ch/morse/trans.html
  o Morse Code Alphabet http://www.babbage.demon.co.uk/morseabc.html

Learn More! Books and Online Resources

BOOKS
The Story of the Trapp Family Singers

Maria Von Trapp: Beyond the Sound of Music (Trailblazer Biography)

Let Me Tell You About My Savior: Yesterday, Today & Forever/When the King Was Carpenter
Maria Von Trapp, New Leaf Pr; ISBN: 0892215011

Forever Liesl: A Memoir of The Sound of Music
ONLINE RESOURCES

The Sound of Music
http://www.foxhome.com/soundofmusic/som.html
This site offers a plethora of information about this movie, including casting information, history of the von Trapps, games, activities, video clips, sound clips, and more.

Sound of Music Lyrics
Lyrics to all songs in the Sound of Music are provided.

The Sound of Music Review
http://www.filmsite.org/soun.html
This site contains an excellent, three-page summary and review of the movie.

The Sound of Music
http://www.learnnc.org/search/
A lesson plan for grade 6 English language arts and social studies.

The History of the Trapp Family
Learn about the real Trapp family with this in-depth website.

The Sound of Music Lyrics
http://www.sunnycorner.com/moviesom/somsonglyrics.html
Find to lyrics to the entire soundtrack at this site. Each song also depicts the singers and their part in the song.

The Story of the von Trapp Family Singers: The Truth Behind the Classic
http://www.suite101.com/article.cfm/classic_literature/11718
Learn the basics about the differences between the movie and real life in this interesting article.

Return to www.mentura.com
DISCUSSION QUESTIONS ANSWER KEY:

Elementary
1. She sung in the Abbey, she was late, and she talked in the Abbey. Answers will vary as to why, however it was her spirit and adventuresome personality that made her break the rules.
2. “My Favorite Things”. Maria teaches the children the song to help them feel better when they feel sad or scared.
3. She sews play clothes for the children, and takes them out to see the city of Salzburg. She climbs trees with them, sings with them, and goes canoeing with them.
4. Because he thinks that is the way to show them love and help them grow up properly.
5. Yes.
6. They escape from the festival, drive to the Abbey, and then and walk by foot over the Alps to safety.

Intermediate
1. She sent her to the von Trapps to help Maria feel sure that her choice of the Abbey was the right choice. She did not do it as a punishment, though it did feel like one to Maria.
2. Tops of clouds carry a positive electric charge, but the bottoms carry a negative charge. When the difference in the charges is great enough, the cloud sparkles as a lightning bolt. You hear lightening first because light travels faster than sound.
3. The Captain is a strict parent, who showed his love for his children through discipline. By the end of the movie, Maria has re-introduced music and laughter into the household, and this helped the Captain open his heart to feelings he has been afraid of since his wife died. However, the love for his children remained consistent throughout the movie.
4. Because he thinks singing in public is not appropriate for his social class.
5. He realizes that while the Baroness is within his social class, he is really in love with Maria, and feels more connected to Maria than with the “social” life and money that the Baroness can offer him.
6. At the beginning of the movie, they are carefree and like each other, and want to plan a future together. Rolf, however, becomes involved in the Third Reich and sees his caring for Liesl as “childish”, especially as he realizes that Liesl’s father will not support the Third Reich. He cares more for politics than for his relationship, and betrays the family to the Third Reich.

Advanced
1. Liesl’s and Rolf’s relationship is negatively affected by the War, since Rolf is young and easily influenced by the new regime. He “does not have time” for a relationship—politics becomes more important to him. For Maria and the Captain, their love is strengthened throughout the struggle with the Third Reich, and they lean more on each other, and band together more firmly because of it.
2. His love for his children is consistent throughout the movie; however the way he shows that love changes and opens because of Maria. He is able to show his love in different and closer ways, which enhances his relationship with his children.
3. Answers will vary, but may include: he feels that he would be giving up is patriotism for his country, Austria, if he fought for them. He sees his country’s freedoms being taken away.
4. Answers will vary.
5. They allowed them to sing so that they could represent Austria and set a good example for Austrians to cooperate with the Third Reich. It will demonstrate that nothing in Austria is changed.
6. Edelweiss is a love song for his country, and he is making a plea to the people of Austria to stand up and fight for their freedom against Germany.
More CLASSICS DVD Learning Guides available at www.hlfamily-estore.com:

- A Bug's Life
- Dumbo
- Ice Age
- James and the Giant Peach
- A Little Princess
- A Man for All Seasons
- A Walk to Remember
- Animal Farm
- Annie Get Your Gun
- Ben-Hur
- Chariots of Fire
- Citizen Kane
- Clash of the Titans
- Dr. Strangelove, Or: How I Learned to Stop Worrying and Love the Bomb
- Driving Miss Daisy
- Emma
- Fiddler on the Roof
- Fly Away Home
- Guilty By Suspicion
- Lawrence of Arabia
- Mr. Smith Goes to Washington
- My Fair Lady
- Never Cry Wolf
- Old Yeller
- One Flew Over the Cuckoo's Nest
- Perfect Storm
- Pride and Prejudice - Disc 1 & 2
- Pygmalion
- Return to Oz
- Stand and Deliver
- Swiss Family Robinson
- The Black Stallion
- The Black Stallion Returns
- The Parent Trap
- The Railway Children
- The Rookie
- The Sound of Music
- Walt Disney Treasures: Davy Crockett 1&2
- 12 Angry Men
- Anne Frank
- Bronte Country
- Charlotte Bronte's Jane Eyre
- David Copperfield
- Don Quixote
- Great Expectations
- King Lear
- Little House on the Prairie, Premiere Movie
- Lord of the Rings: Fellowship of the Ring
- Moby Dick
- National Geographic Beyond the Movie: Lord of the Ring: Fellowship of Ring
- Nicholas Nickleby - Disc 1 - 4
- Shakespeare Tragedies: Origins & Style
- Shakespeare Tragedies: Othello, Macbeth, King Lear
- Shakespeare Tragedies: Titus Andronicus, Romeo & Juliet, and Hamlet
- The Chronicles of Narnia - Disc 1 - 3
- The Great Gatsby
- William Shakespeare: Romeo & Juliet
- To Kill a Mockingbird