

Teachers' Guide for Cobblestone

September 2013: The Power of Music

By Debbie Vilardi

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Goal: To learn about the history and power of music in America.

*Always have a parent or trusted adult help with web research.

Before Beginning:

Discuss what kinds of music you like. Listen to samples of many musical styles. Do you like them? Why?

"Secret Messages" by Tanu T. Henry and Kathiann M. Kowalski (Pages 2-5)

Vocabulary: Mason-Dixon Line, cadence, abolitionist

Comprehension:

1. How was slave communication restricted?
2. Why might Christianity have been introduced to slaves?
3. What aspects of the *Bible* did the slaves identify with?
4. Why was running away dangerous?
5. How did secret messages in songs help the slaves escape?
6. Why were these songs effective at passing on their information?

Writing Activities:

1. Listen to one of the songs mentioned or read the lyrics. Analyze the lyrics. What was the meaning the slave owners understood? What was the meaning to the slaves?
2. Using the article, create a glossary of the secret terms in the songs with the meaning the slaves understood.

Research: slavery, spirituals, Harriet Tubman, Underground Railroad, Frederick Douglas

"Timeless Themes" by Susan Hurley-Glowa (Page 5)

Music Activity: Sing some of the spirituals you know. Discuss what the themes are. Where did you learn these songs? How do you feel when singing the spiritual by yourself or with a group?

"Patriotic Tunes" by Kathiann M. Kowalski (Pages 6-9)

Vocabulary: quandary, anthem

Comprehension: Answer the following questions for each song.

1. Why was the song created?
2. Who wrote the lyrics?
3. Who composed the music or what older song was used for its music?
4. How is the song used today?
5. Has the song changed over time? How?

Discussion: Why do you think so many of these songs were written during times of war?

Writing Activity: Many of these songs were written to already popular tunes. Write your own patriotic words to a popular tune.

Research: "Hail Columbia", "The Star-Spangled Banner", "Battle Hymn of the Republic", "America the Beautiful", "You're a Grand Old Flag", "God Bless America"

"Strike Up the Band" by Miriam Biskin (Page 10)

Vocabulary: martial

Comprehension:

1. Why were marching bands popular in the 1800s?
2. What prompted Sousa to write "The Stars and Stripes Forever"?
3. How does the song represent the nation?
4. What is the importance of the song today?

Music Activity: Listen to "The Stars and Stripes Forever" to hear how the three components work together.

Research: John Philip Sousa, "The Stars and Stripes Forever"

"From Blues to Rock" by Russell Roberts (Pages 11-13)

Vocabulary: blues, acoustic

Comprehension:

1. What were the origins of blues music?
2. What led the blues to become popular?
3. How did glass bottles add to the sound of the blues?
4. Why did the blues change in northern cities like Chicago?
5. How does "rhythm and blues" differ from traditional blues music?
6. What was the first record considered to be rock 'n' roll?
7. Who coined the term "rock 'n' roll"?
8. What did white people think of rock music?
9. How did Elvis impact the acceptance of rock music?
10. What happened to traditional blues music as a result of the popularity of rock 'n' roll?
11. Where can you find the blues today?

Math Activity: How many years passed between the publication of the first blues tunes and the first rock song?

Research: Willie Dixon, William Christopher Handy, Mamie Smith, Aaron "T-bone" Walker, Muddy Waters, B.B. King, Alan Freed, Arthur "Big Boy" Crudup

"America's Music: Jazz" by Andrew Matthews (Pages 14-17)

"Song Games" by Susan Sweet (Page 17)

Vocabulary: improvisation, scat

Comprehension:

1. Which musical styles and cultures can jazz trace its roots to?
2. How did jazz reach white America?
3. What made it possible for many people to listen to jazz?
4. What makes jazz unique?
5. Why would no two performers create the exact same sounds when performing a jazz tune?
6. How do "call and response" patterns figure into jazz music?

Writing Activity: Select a performer mentioned in the articles. Write a biography of that performer. Share details with your class.

Music Activity: Play a "call and response" game. Consider how the rhythm impacts play. What happens if you improvise?

"Enjoy the Show" by Jane Pettit and Marcia Amidon Lusted (Pages 18-20)

Vocabulary: revue, choreography

Comprehension:

1. What was the first Broadway musical?
2. How did it differ from the revues that preceded it?
3. What impact did The Great Depression have?
4. How did *Porgy and Bess* assist black musicians?
5. What was innovative about *Oklahoma!*?
6. How did musicals change in the 1970s?

Film Activity: Read the final paragraph in the article. Select a musical to watch on film. Write a summary of the plot, including the time period represented and themes explored. What musical styles are used? How do they relate to the times and themes represented in the show? What is your overall opinion of the show?

Research: Jerome Kern, Oscar Hammerstein II, George and Ira Gershwin, Richard Rogers, Cole Porter, Alan J. Lerner and Frederick Loewe, Jule Styne, Leonard Bernstein, Irving Berlin, Stephen Sondheim, Andrew Lloyd Webber

"Shaking Things Up" by Shari Lyn Zuber (Pages 24-26)

"The King's Influence" by Marcia Amidon Lusted (Page 40-41)

Vocabulary: segregated, exuberance, gyrations, supremacist

Comprehension:

1. Why did Sam Phillips want to discover a new sound?
2. How did the racial situation in America complicate his plans?
3. How was Elvis Presley discovered?
4. What was different about Elvis' version of "That's All Right (Mama)"?
5. How did the audience learn that Elvis was white?
6. What did he become famous for?

7. Why did white supremacist groups protest his performances?
8. How did Elvis influence American culture and future musicians?
9. Why was Elvis called "The King"?
10. What musical elements did Elvis combine to form the unique sound of "rockabilly"?

Research: Sun Records, Elvis Presley, *The Grand Ole Opry*, *Louisiana Hayride*, *The Ed Sullivan Show*

"Social Poets" by Susan T. Maupin (Pages 28- 31)

"Dylan" by Beth Weston (Page 30)

Vocabulary: hootenannies

Comprehension:

1. How are folk songs and spirituals similar?
2. What made Woody Guthrie's music popular?
3. What were some of the social causes taken up by early folk musicians?
4. How did folk groups like the Kingston Trio popularize old standards?
5. How did college musicians impact the folk movement?
6. What impact did the 1963 Newport Folk Festival have on the music?
7. How has the folk music tradition influenced modern popular music and its stars?
8. How was Bob Dylan like Elvis Presley?

Writing Activity: Many folk musicians are associated with specific causes. Choose one from the article. Why did the musician become active with that cause? Has the musician's support been helpful in creating real change? If the musician is still alive, is he or she still involved with the same cause?

Research: Woodrow Wilson "Woody" Guthrie; Huddie Ledbetter; Pete Seeger; the Almanac Singers; the Weavers; the Kingston Trio; Judy Collins; Phil Ochs; Joan Baez; Buffy Sainte-Marie; Paul Simon; Art Garfunkel; Peter, Paul and Mary; Paul Butterfield Blues Band, Bob Dylan, Tom Paxton

"The Good Old Picket Line" by Kathiann M. Kowalski (Page 32)

Comprehension:

1. How did the labor union use music?
2. Why did the union use songs in its marches?

3. Was this method of uniting members effective?

Research: Industrial Workers of the World

"A Movement's Soul" by Susan Hurley-Glowa and Cynthia Levinson (Pages 33-36)

"Children's Voices" by Cynthia Levinson (Page 36)

Comprehension:

1. Why did the civil rights movement's organizers choose to use music?
2. In what ways did music traditionally bring the people together?
3. Do you agree that music gives a group strength? Why or why not?
4. What messages were presented within the songs taken up by the movement?
5. What were conditions like for the children who marched in Birmingham?
6. What was the effect of their march?

Writing Activity: You have been arrested as part of the march to desegregate Birmingham schools. Write a letter from jail telling your parents about your experiences.

Discussion: Was music indeed "the soul" of the civil rights movement?

Research: Rev. Dr. Martin Luther King, Jr., Highlander Folk School, Odetta, "We Shall Overcome", Marian Anderson, Mahalia Jackson, March on Washington for Jobs and Freedom

"Devoted to Music: An Interview from the Library of Congress" by Lee Ann Potter (Pages 37-39)

Vocabulary: metronome, reader identification card

Comprehension:

1. How did the music collection begin?
2. What types of materials are included in the collection?
3. How are the items kept safe?
4. What do you need in order to access the materials?

Math Activity: How many years passed between the purchase of the Jefferson collection and the establishment of a music department?

Research: Music Division of the Library of Congress, Ludwig van Beethoven, Johann Sebastian Bach, Johannes Brahms, Felix Mendelssohn

"Music for the World" by Marcia Amidon Lusted (Pages 42-43)

Vocabulary: Rastafari, ska, isicathamiya, mbube

Activity for the Entire Issue: The history of race relations in the United States can be traced in the history of American music. Based on information presented in this issue, do you agree or disagree with this statement? How does this issue demonstrate the power of music? Consider how current trends in music may reflect the national character today and how the power of music might be brought to bear to create further change.