

Faces™

ROCK ON! THE POWER OF MUSIC

Keith Richards of the Rolling Stones once said, "Rock and Roll ain't nothing but jazz with a hard backbeat." This month's issue of FACES magazine will help readers to celebrate the connections between Rhythm & Blues and the birth of Rock and Roll. Explore the instruments and the musicians who influenced the music that we listen to today.

CONVERSATION QUESTION

How is music a reflection of social values?

TEACHING OBJECTIVES

- Students will learn how rock music flourished from its birthplace in the Midwest.
- Students will learn how the electric guitar changed the music industry.
- Students will learn how music can empower a social movement.
- Students will explain how events and individuals influence culture.
- Students will analyze the impact of innovation.
- Students will examine the relationship between civil unrest and music.
- Students will write a biography of a pivotal figure in Rock History.
- Students will create a short presentation that communicates their personal connection to music.
- Students will use a mathematical process to solve theme-related word problems.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Where Rock n' Roll Was Born**
Expository Nonfiction, ~1300L
- **The Electric Guitar**
Expository Nonfiction, ~1100L
- **Changing Your Tune**
Expository Nonfiction, ~900L

Faces® Teacher Guide: April 2021

Where Rock 'n Roll Was Born

pp. 9–15, Expository Nonfiction

Readers will learn how Rock n' Roll was born out of rhythm and blues as a result of the Great Migration of African Americans from the South to the Midwest. Among the millions of migrating people were many talented musicians who brought new sounds to the clubs of Chicago.



RESOURCES

- **Explain Influence**

OBJECTIVES

- Students will learn how rock music flourished from its birthplace in the Midwest.
- Students will explain how events and individuals influence culture.
- Students will write a biography on a pivotal figure in Rock History.

KEY VOCABULARY

- **genre (p. 10)** a category of art, music or literature characterized by similarities in form, style or subject
- **immersive (p. 12)** seeming to surround the audience so that they feel completely involved in something
- **inaugural (p. 14)** marking the beginning of an institution, activity or period of time

ENGAGE

Conversation Question: How is music a reflection of social values?

This article celebrates the establishment of the Rock & Roll Hall of Fame in Cleveland, Ohio. Motivate the students to learn more about the history of music by taking a virtual tour of the Rock Hall. Visit rockhall.com/explore-online to see overviews of the exhibits, explore different activities and view a variety of amazing video concerts.

INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Then display the following prompts and have students discuss responses with a partner.

- Discuss a **genre** of music that you DO like and one that you DON'T like. Be specific about your preferences.
- Describe an **immersive** experience that you've had.
- Why can an **inaugural** event be both exciting and stressful?

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. How can the birthplace of rock music be traced to the Midwest?
2. Why did Muddy Waters stop using the acoustic guitar when he moved to Chicago?
3. What did Muddy Waters' song, "Rolling Stone" inspire?
4. Describe the appearance and purpose of the Rock Hall.
5. How did the people responsible for getting the Rock Hall to Cleveland get the world's attention?
6. Explain how the Rock Hall has increased its online presence.

CONCEPT/SKILL FOCUS: Explain Influence

INSTRUCT: Guide students to acknowledge that individuals and events are perpetually influencing the culture of a region. Historic circumstances and notable artists are often the mark of a particular generation. Distribute the *Rock On* graphic organizer and tell students that they will be recording the influence that specific events and individuals had on the emergence of Rock & Roll as we know it today.

ASSESS: Review the chart and evaluate individual answers to the question in the **Think Tank**.

EXTEND

Language Arts Have students revisit the article and highlight the names of the musical artists. Tell students that they will be writing a biography on one of these pivotal figures in music history, or they may choose a different artist who has had an impact on the musical world. Remind students that a biography should be written chronologically and must include: birthdate/place (early life), educational background and notable circumstances, work facts/contribution to the field, and major achievements. Bind biographies into a Rock History Encyclopedia.

Rock On

Explain Influence Consult the article to explain how the events and people listed below have influenced the culture of rock music.

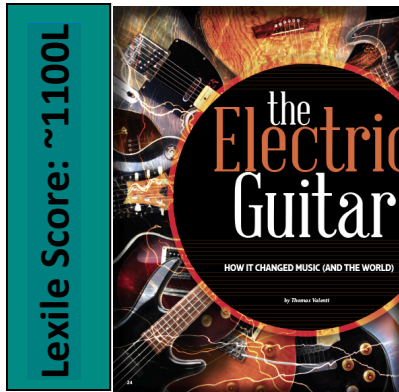
Event/Individual	Influence on Music/Culture
Great Migration	
'Moondog Show'	
Rock & Roll Hall of Fame	
Howlin' Wolf	
Muddy Waters	

Think Tank: Use the lines below to write about a popular artist of today and how they are influencing musical culture.

The Electric Guitar

pp. 24-27, Expository Nonfiction

This article addresses how the craving for 'bigger sound' and the advancement of technology led to the invention of the electric guitar. As it evolved over the years, it became the driving force of many iconic bands around the world.



RESOURCES

- **Impact of Innovation**

OBJECTIVES

- Students will learn how the electric guitar changed the music industry.
- Students will analyze the impact of innovation.
- Students will use mathematical reasoning to solve word problems.

KEY VOCABULARY

- **complementary** (p. 27) combining in such a way as to enhance the qualities of
- **innovation** (p. 27) a new method, idea or product
- **catalyst** (p. 27) something that causes a big change

ENGAGE

Conversation Question: How is music a reflection of social values?

Play sound bytes so that students can hear the difference between acoustic and electric guitars. Find a song that has both an electric and acoustic version or a song that combines both in the same song. (Ex: "Wanted Dead or Alive" by Bon Jovi). Ask students for suggestions. Discuss with the class how the tone and emotion of the music changes when different guitars are featured.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions on the board. Then display the following cloze sentences and have students supply the correct word: The citizens hope that the newly elected mayor will serve as a _____ for reform. / Acupuncture and reflexology are forms of _____ medicine. / The company is very interested in product design and _____.

READ & DISCUSS

Post and discuss the questions prior to reading. Read the article aloud, pausing when answers to the questions are revealed and encourage students to elaborate.

1. What are the pros and cons of an acoustic guitar?
2. How did the Telecaster take the world by storm?
3. Why did the improvements in electric guitars change the way musicians played?
4. What was the 'British Invasion'?
5. How did guitar-driven music allow some musicians to transcend racism?

CONCEPT/SKILL FOCUS: Impact of Innovation

INSTRUCT: The article presents the reader with detailed information regarding the innovative role that the electric guitar played in the evolving music industry. Distribute the *Turn It Up* graphic organizer and tell students that they will be analyzing how the invention of this instrument affected different aspects of culture.

ASSESS: Circulate as students are working and have content-related mini conversations. Remind students to give specific details in their answers.

EXTEND

Mathematics On page 25 of the article it states that as early as 1890, inventors had begun searching for ways to amplify the sound of a guitar. Look for information in the text and use a mathematical process to determine answers to the following questions: How many years after 1890 was the electric guitar developed? How many years after 1890 was the Telecaster launched? How many years passed between the development of the electric guitar and the establishment of Fender Musical Instruments?

Turn It Up

Impact of Innovation Explain how the innovation of the electric guitar played a role in shaping the specific segments of culture listed below.

How did the invention of the electric guitar influence...

Music Venues	
Style of Music	
Fashion	
"Youth Culture"	

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Changing Your Tune

pp. 42-45, Expository Nonfiction

This article explores the music of a particular generation and how it reflects the restlessness of a society. Students will learn how musicians can give a public voice to the outrage of a nation.



RESOURCES

- **Analyzing Relationships**

OBJECTIVES

- Students will learn how rock music can empower a social movement.
- Students will examine the relationship between civil unrest and music.
- Students use a mathematical process to solve theme-related word problems.

KEY VOCABULARY

- **empathy (p. 43)** the ability to understand another person's thoughts and feelings from their point of view, rather than your own
- **platform (p. 44)** a place or opportunity for public discussion
- **establishment (p. 43)** a group in a society exercising power and influence over matters of policy and seen as resisting change
- **anthem (p. 44)** a rousing popular song that is identified with a particular subculture, movement or point of view

ENGAGE

Conversation Question: How is music a reflection of social values?

On page 44 of the article, the author discusses anthems that called for change. ("A Change is Gonna Come", "Imagine", "War", etc.) Explain to students that these songs grew alongside the civil rights movement and opposition to the Vietnam War. Play these songs for the class and direct them to listen carefully to the lyrics. How can the tone of a nation be ascertained from listening to the music of a particular era?

INTRODUCE VOCABULARY

Post and discuss the key terms, as well as the title of the article. Be sure that students understand the definitions before reading the article. As a post-reading activity, have students use the four vocabulary words to summarize the article in paragraph form.

READ & DISCUSS

Read the article aloud with the class. Have students reread the article in small groups to answer the questions below. Discuss responses.

1. Explain the three things necessary for a worthy cause to have the strongest impact.
2. How does listening to music affect us physically? How does it affect us emotionally?
3. Who has a platform to spread messages and provoke emotions?
4. What were the themes of the rock anthems that represented the 1960's and 1970's?
5. How has social media opened the doors for new artists to share their visions with a broader audience?

CONCEPT/SKILL FOCUS: Examine Relationships

INSTRUCT: Direct students to return to the article and to highlight passages that discuss the relationship between music of the 60's and 70's and various social issues. They will record these connections on the graphic organizer, *Music of a Generation*. Review answers as a class and then have students complete the second section of the organizer independently.

ASSESS: Collect the worksheets and evaluate the students' independent work.

EXTEND

Music Have students make a short list of their favorite songs and artists. Explain to them that people usually gravitate toward music that makes them feel a certain way through sounds and lyrics. Inform students that they will be selecting a song that resonates with them and preparing a short presentation for the class. Students will choose at least three lyrics from the song that they relate to and explain why. Students should supply the audio, a sheet of lyrics and a brief history of the artist and genre of music. (Allow students to submit connections directly to you in writing if the connections are too personal to share with the class.)

Music of a Generation

Analyzing Relationships Use information from the article, as well as your own critical thinking skills to explain how music of a generation often provides insight to social issues of the time.

Time Frame	Prominent Social Issues	Musical messages	Anthems: Songs/Artists
1960's & 1970's			
Today			