

LESSON PLAN

II. Specific Objectives * Enrichment Objectives ** Remedial Objectives	Ind. #	III. Procedure A. Introduction/Motivation B. Study/Learning Activities C. Culmination D. Follow-up (Include directional statements for evaluation and any enrichment or individual activities)	IV. Materials/Resources	V. Evaluation related to objectives
<p>SWBAT</p> <p>1. Speak, individually and chorally, the 12-bar Blues Poem in a meter of 4.</p> <p>2. Speak the 12-bar Blues Poem while performing the pattern on barred percussion instruments, playing I, IV and V chords in root position or in inversion.</p> <p>3. Create a melody for the 12-bar Blues Poem while playing the chords on a barred percussion instrument.</p> <p>4. Create, individually or in a group, an original 12-bar Blues Poem of 3-5 verses.</p> <p>5. Set the original 12-bar Blues Poem to a melody.</p> <p>6. Perform the original 12-bar Blues Poem, singing and playing the chords on a barred percussion instrument.</p>		<p><u>Introduction</u></p> <p>[Prior Learning: Functional Harmony: I, IV, V Chords in Root Position and in Inversion; AB/Call-Response Form; Spirituals; Work Songs.]</p> <p>A. Students listen to examples of Blues and Roots songs related to specific events in the lives of the authors/singers, focusing on the 1927 flood, on railroads and movement, and on heroes/tricksters.</p> <p>B. Students speak the poetry of two blues tunes while conducting themselves in a meter of 4.</p> <p>C. Students practice singing and playing the blues Poems.</p> <p>D. As a class, students create a 3-verse Blues Poem on a topic of their choice.</p> <p>E. As a class, students create a menu of 5-7 topics for Blues poems.</p> <p>F. Students choose a topic and form Poetry groups.</p> <p>G. Groups create Blues Poems of 3-5 verses.</p> <p>H. Groups create melodies for their Poems.</p> <p>I. Groups create arrangements of their Blues pieces.</p> <p>J. Groups practice their pieces.</p> <p><u>Culmination</u></p> <p>K. Groups perform their original 12-Bar Blues poems, singing and accompanying themselves on barred instruments.</p> <p><u>Evaluation</u></p> <p>Students listen to each other and give feedback.</p>	<p>A. Robert Johnson, <u>Cross Road Blues</u> (Best of the Blues CD) Elizabeth Cotten, <u>Freight Train</u> (Smithsonian Folkways American Roots) Elmore James, <u>Dust My Broom</u> (Basic Blues trade CD) Cephas & Wiggins, <u>Staggerlee</u> (Smithsonian Folkways Classic African-American Ballads) Sonny Terry & Brownie McGhee, <u>John Henry</u> (Smithsonian Folkways Classic African-American Ballads)</p> <p>B. See attached "Lyrics" page</p>	<p>A.-K. Participation; conducting while listening; participation in class discussion and group work; participation as performer; active listening and participation in performance comments.</p>

I. Main Ideas/Conceptual Understandings/Goals: The 12-Bar Blues is an American Poetry and Music form which gives expression to the frustrations and hopes of an individual in day-to-day life. Originating in the Mississippi Delta at the onset of the 20th Century and giving birth to Rock and Roll Music and its successor genres, "The Blues" is both a historic and contemporary art form. Everyone can sing the blues!

Pea Vine Blues

by [Charley Patton](#)

recording of 1929-1934

from probably [Complete Recorded Works Vol. 1 \(Document DOCD-5009\)](#),

I think I heard the Pea Vine when it blowed
I think I heard the Pea Vine when it blowed
It blow just like my [rider](#) gettin' on board

Well, the [levee](#) sinkin', you know I, baby...
(spoken: Baby, you know I can't stay!)
The levee is sinkin', Lord, you know I cannot...
I'm goin' up the country, mama, in a few more days

Yes, I cried last night and I ain't gonna cry anymore
I cried last night an' I, I ain't gonna cry anymore
'Cause the good book tells us you've got to reap just what you sow

Stop your way o' livin' an' you won't...
(spoken: You won't have to cry no more, baby!)
Stop your way o' livin' an' you won't have to cry anymore
Stop your way o' livin' an' you won't have to cry anymore

I think I heard the Pea Vine when it blowed
I think I heard Pea Vine when it blowed
She blowed just like she wasn't gonna blow no more

Note : the Pea Vine was the name of a [Mississippi Delta](#) train on the famous "Dog" (Y&MV) railroad line

High Water Everywhere (edited)

from [Charley Patton: Founder Of The Delta Blues \(Yazoo L-1020\)](#),

Well, backwater done rose all around [Sumner](#) now, drove me down the line
Backwater done rose at Sumner, drove poor Charley down the line
Lord, I'll tell the world the water, done crept through this town

Lord, the whole round country, Lord, river has overflowed
Lord, the whole round country, man, is overflowed
You know I can't stay here, I'll go where it's high, boy

Lord, the whole round country, Lord, river has overflowed
Lord, the whole round country, man, is overflowed
I would go to the hilly country, but, they got me barred

Now, look-a here now at [Leland](#), river was risin' high
Look-a here boys around Leland tell me, river was raisin' high
Boy, it's risin' over there, yeah I'm gonna move to [Greenville](#), fore I leave, goodbye

Look-a here the water now, Lordy, Levee¹ broke, rose most everywhere
The water at Greenville and Leland, Lord, it done rose everywhere
I would go down to [Rosedale](#), but, they tell me there's water there

Now, the water now, mama, done took Charley's town
Well, they tell me the water, done took Charley's town
Boy, I'm goin' to [Vicksburg](#), or that high of mine

I am goin' up that water, where lands don't never flow
Well, I'm goin' over the hill where, water, oh don't ever flow
Boy, hit Sharkey County and everything was down in Stovall

But, that whole county was leavin', over that [Tallahatchie](#) shore

But, that whole county was leavin', over that [Tallahatchie](#) shore
Boy, went to Tallahatchie and got it over there

Lord, the water done rushed all over, down old Jackson road
Lord, the water done raised, over the Jackson road
I'm goin' back to the hilly country, won't be worried no more

Note: this song tells the story of the great Mississippi flood of 1927.