

SIOP[®] LESSON PLAN

Date: _06/25/2010

Grade/Class/Subject: _9th, ESL

Unit/Theme: The Delta, the Blues, and the great Migration

Content Objective(s): 1-The students will explain how the Blues became the expression of African Americans and how it functioned in the everyday lives of slaves and sharecroppers by listening to 3 songs of the early Blues tradition, by describing the themes of the songs, and by comparing and contrasting the theme of the songs with the daily life of the slaves.

2-The students will describe the reasons of the Great Migration and compare and contrast the lives of African Americans in Chicago to the life in the Delta_by analyzing songs of the Delta tradition and examples of the new Blues in Chicago

Language Objective(s): The students will listen to a selection of Blues songs and will discuss and list the main themes for each song. The students will watch section of a documentary “The promised land” and write a list of the reasons for the Great Migration; the students will make a compare and contrast chart about the lives of African Americans in the Mississippi Delta and in Chicago.

Key Vocabulary: Highway 61- Jim Crow Laws- Sharecropping- Segregation- Discrimination
Chicago Blues- Crossroads-Hollers- Triangular Trade- Plantation- Slavery
Delta- Juke Joints- Delta Blues- Great Migration

Supplementary Materials: Textbook-Maps- Computers
Audio: A selection of songs from Robert Johnson-Son Ford Thomas- Muddy Waters-
B.B.King-Howling Wolf- Bukka White
The documentary “The Promised land”- A list of web sites, video, articles to be used by the students for the final project

Meaningful Student Activities, Lesson sequence: **A-** Introduction: Using a text book and maps the students will review the slave trade and the formation of the slave society in the South, in particular in the Delta region, and will make a chart describing the main aspects of the life of African Americans in the Delta region.
B-Next, we will listen a selection of songs of the early Delta Blues tradition and we will analyze the main theme in each song. Working in groups the students will describe how these songs reflect and communicate the lives of African Americans in the Delta and write a compare and contrast chart between the daily life in the Delta and the themes in the songs.
C-Next, the students will watch sections of the documentary ‘The Promised Land’. The students will make a chart describing reasons, means, and numbers of the Great migration
D-The second part of the lesson focuses on the life of African Americans in Chicago. Students will listen a selection from Muddy Waters, B.B. King, and Howling Wolf. Student repeat B activity for these artists and the life of African Americans in Chicago.
E- Conclusion-Students will make a chart that summarize all their learning-see attachment

Assessment: Students work and participation throughout the lesson- Students Exit Project: The students will make a personal project (power point, collage, essay..) describing the Delta Blues in relation to the life of African Americans, the Great Migration, and the consequent evolution of the Chicago Blues and the life of African Americans in Chicago.