

Reactions To Historic Natural Disasters Through Art: students compare/contrast calamity songs and compose their own in response to current events (by Mark Dillon and Kyle Kipp for NEH)

enVISION-SETTING: KNOW, SO, SHOW	OBJECTIVE AND STATE STANDARD/INDICATOR		KEY POINTS.	
	MENC Standard 6 MENC Standard 7 MENC Standard 8 MENC Standard 9 NCSCOS Eng. Standrd 9 NCSCOS Eng Stanrd 13	Listen and Describes Evaluate Perf. Relationships Historical Context Compare /Contrast Reflective Writing	Students will reflect upon musical performances Students shall compare and contrast songs Compare visual arts of disaster songs Project is designed to draw in historical context Students will compare and contrast songs Reflective writing within project	
	ASSESSMENT.			
	Final assessment is based on content of reflective writing / final project and course discussion The final project will use a rubric to assess student's final grade. The basis of the rubric shall be based on student ability to transfer disaster songs from the past to contemporary topics.			
DETERMINING METHODS: GO	4. OPENING (20 min.)		Materials	DIFFERENTIATION/ ACCOMODATIONS.
	Discussion of contemporary disaster and how disasters, and can the nature of disaster be reflected in art? Show video clip of contemporary disaster clip from CNN or other source. Direct students to have a guided discussion of recent disaster. Do they know anyone that has survived a disaster? Can any students identify types of art from any particular disaster? How can we reflect and/or react/respond to such disasters through art? .		projector visual art screen journal	Depending on ESL population, consider international disasters very carefully. Also consider Norteno disaster songs for Spanish speaking students.
	3. INTRODUCTION OF NEW MATERIAL (40min.)			
	Students will listen to the Black Lip's O' Katrina (disaster song about Katrina) and then Lonnie Johnson's "Broken Levee Blues" as well as Charlie Patton "High Water Everywhere" (1927 Mississippi River flood). Each song shall be listened to twice. During the first listening students will listen only; during second listening, students will write immediate reflections and reactions (quoting salient phrases or lines of verse might be suggested). Students will then write concepts and paraphrase the song lyrics to the best of their ability. Students will compare and contrast the song lyrics in reflective writing. After reflective writing is completed, class will complete Venn-Diagram to compare and contrast the song elements		Song materials Projecter Venn Diagram Audio player journal	It would be possible to use a disaster song from multiple cultures and/or time periods. It would also be possible to use Youtube video to better illustrate the nature of the disaster.
2. GUIDED PRACTICE (60 min.)				
Students will pick an individual song (Norteno/ Country / Hip-Hop) relating to a contemporary disaster. The songs will be approved by teacher before students begin reflection. Students will then use the song to compare and contrast to an older blues song. During the reflection process it shall be important to treat this as guided practice with rubric at hand. All reflections should be written in journal.		Computer Access Access to blues songs rubric Journal	Make certain to find songs that cover a multitude cultural backgrounds.	

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	1. INDEPENDENT PRACTICE (? min.; time will vary)			
	Students are to create their own project reflecting a contemporary disaster. Students may work in pairs to create their own musical reflection product on disasters (in the form of lyrics and ideally eventually perform and record them as a song). A possible way to complete this is using Apple's Garageband or PC Audacity. Other options include the multitude of available basic recording software. Students will write lyrics and create the basic beat for the song. Students shall also dedicate time to writing the lyrics that reflect the basic disaster songs we've covered. The independent practice shall cover a few days and a daily evaluation of the project shall be necessary.	Computer Access. Basic Software Journal	It may be necessary to schedule lab time for students to work on project. It may be necessary to ascertain whether students have computers at home.	
	5. CLOSING (min.)			
	During class time students shall be given the opportunity to play their own recordings of their disaster songs. While students have the opportunity to perform the songs, they should not be punished if they choose not to perform. The evaluation is based on the product not on the performance	Computer speakers		
REINFORCEMENT	HOMEWORK (if appropriate).			
	While homework will not be required it may be prudent to provide multiple examples of disaster songs. Students may try to independently locate/identify other tunes that they know of which react/respond to natural/unnatural disasters. Students may also be encouraged to post their lyrics or recorded original material to online blogs or sites such as youtube.com and monitor comments or other reactions posted by other online users.		For differentiated students have CD available of various disaster songs.	

Resources

Songs (artists/title)-

- Lonnie Johnson's **Broken Levee Blues**
- Charlie Patton's **High Water Everywhere**
- The Black Lips' **O' Katrina**

Links to songs responding to the 1989 Exxon oil tanker ship spill

[http://wiki.answers.com/Q/Was there a song made after the Exxon Valdez oil spill](http://wiki.answers.com/Q/Was_there_a_song_made_after_the_Exxon_Valdez_oil_spill)

Links to songs responding to the 2010 BP Gulf Shores Oil Spill

<http://www.cmt.com/news/nashville-skyline/1641832/nashville-skyline-songs-about-oil-spills-and-bp.jhtml>
<http://www.youtube.com/watch?v=p4JJ65uXNa4>

Links to Hip Hop songs responding to Hurricane Katrina

<http://www.hiphoparchive.org/prepare-yourself/katrina-knows/the-music>

Links to rock songs reacting to the 2009 Haitian earthquake/tidal wave calamity

<http://www.musicforrelief.org/>
<http://www.amazon.com/dp/B000BJS8DQ/?&tag=savagebeast-20>

NPR interview with David Evans comparing the 1927 flood with Hurricane Katrina.

<http://www.npr.org/templates/story/story.php?storyId=4860785>