

Assessment

- Three page paper: Explore how three blues songs influence the lyrics and music of three songs in different genres.
- OR write three blues songs
- OR draw three blues' scenes

Ohio State Social Studies Standards:

Geography: Benchmark C: Analyze the patterns and processes of movement of people, products and ideas

Analyze the geographic processes that contributed to changes in American society including:

- a. Industrialization and post-industrialization; b. Urbanization and suburbanization; c. Immigration.

People in Societies Standard

Benchmark C: Analyze the ways that contacts between people of different cultures result in exchanges of cultural practices.

Diffusion: Explain how advances in communication and transportation have impacted:

- a. Globalization; b. Cooperation and conflict; c. The environment; d. Collective security; e. Popular culture; f. Political systems; g. Religion.

Explain the effects of immigration on society in the United States:

- a. Housing patterns; b. Political affiliation; c. Education system; d. Language; e. Labor practices; f. Religion.

FROM THE CURRICULUM:

- consider the political, economic, and social issues that shaped the twentieth century in the United States and beyond, including evolving views of human rights
- roots and solutions to contemporary issues such as terrorism, genocide, globalism, and poverty will be considered and closely tied to decision-making and action on behalf of justice and transformation of world.

Essential Questions

- How did the Blues develop?
- What do the blues (lyrics) seem to imitate the sounds (natural and human) of daily (plantation/sharecropping) life in the Delta?

Objectives Day 1: SWBAT:

- Define the Blues (Identify four common characteristics of blues lyrics)
- Understand the 5 Ws of early blues
- Explain how blues lyrics related to themes/events in sharecropping/Delta life/mores

Agenda

- 1.) Five minutes: Journal: When you hear someone mention the 'Blues,' what are some things you think of? If you think of specific songs, please describe the lyrics and the music (the instruments, tune, voice, etc.)
- 2.) 15 minute lecture on history and characteristics of blues Blues music as less melodious
 - a. <http://www.blueshighway.org/music.htm>
 - b. Blues <http://www.pbs.org/theblues/classroom/essaysblues.html>

- c. 12 bar blues: <http://www.pbs.org/theblues/classroom/essays12bar.html>
- 3.) 30 minutes total (10 minutes each play and small group discussion) Songs
 - a. Howlin' Wolf's voice: "the sound of heavy machinery operating on a gravel road" connect to lecture: mechanization/unemployment in Delta as cause of Great Migration to Chicago
 - i. Spoonful
 - b. Robert Johnson Walkin' Blues
 - i. <http://xroads.virginia.edu/~MUSIC/BLUES/wb.html>
 - c. Son House: Death Letter
 - i. http://www.lyricsmania.com/lyrics/son_house_lyrics_35189/other_lyrics_66065/death_letter_lyrics_648933.html
- 4.) 10 minutes: Assessment introduction/outline

Reflections

Day 2

Essential Questions:

- What do the blues (music) seem to imitate the sounds (natural and human) of daily (plantation/sharecropping) life in the Delta?
- How can individuals lead change (innovative/expressive) in music?

Objectives Day 2: SWBAT:

- Identify four sounds (two human, two natural) heard in the Mississippi Delta c. 1900-1950
- Explain how blues music/instruments related to themes/events in sharecropping/Delta life/mores

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Agenda

- 1.) Five minutes: Journal: Pick a song whose lyrics describe your daily life. Describe the parallels in complete sentences.
- 2.) 15 minutes (elicit student responses) & use verse of Jay-Z's 'Where I'm From'
- 3.) 30 minutes quote and music: on "I picked cotton in de Delta awhile, but de folks, white an' black, is too hard. Dey don't care 'bout nothin! I was in Greenville when de water come. I hear'd a noise like de wind an' I asked dem Niggers, 'Is dat a storm?' Dey said, 'No, dat's de river comin' th'ough an' you better come back 'fore de water ketch[FN: catch] you.' I say, 'If it ketch me it gwine a-ketch me on my way home.' I aint been back since." ~Berry Smith
<http://www.accessgenealogy.com/scripts/data/database.cgi?file=Data&report=SingleArticle&ArticleID=0028064>
 - a. Sounds of early gospel/slavery songs; practical instruments made from available resources; singing-screaming; loud-industry; consistent pauses as in intervals of farm labor
 - b. Bukka White Poor Boy a long way from home
 - i. <http://www.metrolyrics.com/poor-boy-long-way-from-home-lyrics-bukka-white.html>
 - c. Son House
- 4.) 10 minutes: paper outlining

Notes:

Day 3

Essential Questions:

- Are the Blues happy or sad?
- How can individuals lead change (innovative/expressive) in music?

Objectives Day 3: SWBAT:

- Identify four common emotions in classic blues
- Decide if the songs are celebrating or lamenting the emotion (cathartic or protest)

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Agenda

- 1.) Five minutes: Journal: Pick a song that makes you feel an emotion more strongly (love, anger, fear, hope)
 - a. Connect to Shakespeare: If [your] music [is going to] be the food of love, play on. ~ Shakespeare.
- 2.) 30 minutes
 - a. B.B. King: The Thrill is Gone
 - i. <http://www.stlyrics.com/lyrics/martinscorsesebestoftheblues/thethrillisgone.htm>
 - b. Muddy Waters: I'm Your Hoochie Coochie Man
 - i. <http://www.stlyrics.com/lyrics/martinscorsesebestoftheblues/imyourhoochiecoochieman.htm>
 - c. Keb' Mo' Am I Wrong? <http://www.stlyrics.com/lyrics/martinscorsesebestoftheblues/amiwrong.htm>
- 3.) 25 minutes:
 - a. Paper drafting

Notes:

Day 4

Essential Questions:

- How can music express feelings about social events?
- Do blues' lyrics sooth or encourage?
- How can music/ians change social norms (customs/laws/etc.)?

Objectives Day 4: SWBAT:

- Identify two Blues songs about controversies
- Explain how geography/style made the Blues uniquely appropriate to sing the story

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Agenda

- 1.) Five minutes: Journal:
- 2.) 40 minutes Discussion:
 - a. Lonnie Johnson's "Broken Levee Blues" & Charlie Patton's "High Water Everywhere."
 - i. <http://www.npr.org/templates/story/story.php?storyId=4860785>
 - b. Memphis Minnie When the Levee Breaks:
 - i. <http://www.lyricsdownload.com/memphis-minnie-when-the-levee-breaks-lyrics.html>
 - c. J.B. Lenoir Alabama Blues
 - i. http://www.google.com/search?hl=en&rlz=1T4RNWE_enUS315US315&q=j.b.+lenoir+alabama+blues&aq=f&oq=&aqj=
 - d. Bob Dylan: Emmett Till Blues
 - i. <http://www.bobdylan.com/songs/death-emmett-till>
- 3.) Wrap-up:
 - a. Pick a recent public event. Write the first lyric of a song to it; and pick an instrument that fits.

Notes:

Day 5: Extension/Review

Essential Questions:

- Are the blues still alive?
- What are some other songs/musicians that have clearly been influenced by the blues?

Objectives Day 5: SWBAT:

- Identify two Bluesy songs that influence subsequent genres
- Explain how the connection is implicit or explicit

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Agenda

- 1.) Five minutes: Journal:
- 2.) 40 minutes music and discussion: Lonnie Johnson's "Broken Levee Blues" and Charlie Patton's "High Water Everywhere." <http://www.npr.org/templates/story/story.php?storyId=4860785>
 - a. Rock N Roll: Stevie Ray Vaughn Pride and Joy
http://www.lyricsfreak.com/s/stevie+ray+vaughan/pride+joy_20131701.html
 - i. Hendrix: Voodoo Chile Blues
 - ii. Eric Clapton & Robert Johnson:
<http://www.npr.org/templates/story/story.php?storyId=1798862>
 - b. R & B: Sam Cooke: Bring It on Home to Me
 - i. http://www.youtube.com/watch?v=sM6_ZDvB70o
 - c. Soul: Otis Redding: Sitting on the Dock of the Bay **reference Stax**
 - i. <http://www.youtube.com/watch?v=UCmUhYSr-e4>
 - d. Popular Gospel: Amazing Grace by Aretha Franklin
 - i. <http://www.youtube.com/watch?v=oDLNiralz7w>
- 3.) 10 minutes paper writing