



WS11 HIGH Lesson Plan

Title: Music; Inspiration, Support & Love Transaction

Subject: Language Arts, Music, History

Length of Lesson: Two class periods Grade

This lesson covers a variety of topics. This episode of WoodSongs Old-Time Radio Hour features John Carter Cash, son of Johnny and June Carter Cash. He talks in great detail about the love of the Carter family and the love of his parents. This show also talks about the many ways that music encourages and inspires. The music of the Carter family inspired people throughout the Great Depression. It helped people to feel supported through this time. In fact, "Keep on the Sunny Side" became the song of the Great Depression that inspired many people through such a difficult time. This lesson will allow the students to learn more about the history of the Great Depression. Once students explore more about the history, they will then have time to reflect upon the ways that music brings people together, encourages, supports and uplifts during difficult times. How does music lift your spirits? How does it help you when you are feeling stressed or down? How does it contribute to times of celebration? Before watching the episode there will be a warm up discussion time which will allow students to access prior knowledge. This will be a brief discussion in which students will talk about what they know about the Great Depression specifically and will access prior knowledge. This will also allow students to talk about music as inspiration and how it encourages a sense of community. This lesson will inspire students to reflect upon making music their own as referenced by Michael Johnathon.

The WoodSongs Kid of the Week is Jalee. As part of the activity, ask students to listen to her music and commentary as a source of inspiration!

Connection to Language Arts Standards:

- Analyze, interpret and evaluate other or own compositions and performances, using specific musical terms and elements to describe their technical and expressive qualities
- Compare and contrast the quality of compositions and performances, using specific musical terms and elements to describe their technical and expressive qualities
- Use elements of music (including melodic motif and development) to describe how musicians compose, perform, and improvise
- Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music
- Analyze and describe how factors such as time, place, and belief systems are reflected in music
- Analyze and describe music's influence on belief systems, its influence on history, and its ability to shape culture
- Know how media, art processes, subject matter, symbols, ideas, and themes communicate cultural and aesthetic value

- Identify the elements of literature (plot and structure, character, setting, point of view, language and style, theme, irony, and symbol) in a work that contribute to the understanding of human experience

Connections to Music Standards:

- Analyze musical forms
- Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or style

Vocabulary and Terms: The Great Depression, literal language, figurative language, refuge (as referenced by Michael Johnathon in expressing the quote by Maya Angelou)

In addition, students will be able to identify the characteristics that identify their chosen style of poetry. Meaning, if they choose to write a ballad, they will be able to identify what makes a ballad a ballad. The following terms are valuable to introduce before students begin to write their poem/song:

Alliteration: Repetition of sounds through more than one word or syllable

Consonance: The same or similar consonant sound repeated in the stressed syllable, preceded by uncommon vowel sounds
Ballad: <http://www.encyclopediaofappalachia.com/entry.php?rec=31>

Figure of Speech: a rhetorical device that achieves a special effect by using words in distinctive ways

Metaphor: comparison between two unlike things

Simile: comparison between two unlike things using "like" or "as"

Personification: a non-human thing is endowed with human characteristics

Characterization: the author's expression of a character's personality through the use of action, dialogue, thought, or commentary by the narrator or another character

Point of view: the vantage point from which the author presents action of the story. Who is telling the story? An all-knowing author? A voice limited to the views of one character? The voice and thoughts of one character? Does the author change point of view in the story? Why? Point of view is often considered the technical aspect of fiction which leads the critic most readily into the problems and meanings of the story

Symbol: related to imagery. It is something which is itself yet stands for or means something else. It tends to be more singular, a bit more fixed than imagery

Imagery: the collection of images within a literary work. Used to evoke atmosphere, mood, and tension

Tone: suggests an attitude toward the subject which is communicated by the words the author chooses

Hyperbole: obvious and intentional exaggeration

Lyric: Of or relating to a category of poetry that expresses subjective thoughts and feelings, often in a songlike style or form

Narrative: Consisting of or characterized by the telling of a story

Ode: a type of lyrical stanza

Onomatopoeia: The formation or use of words such as buzz or murmur that imitate the sounds associated with the objects or actions they refer to

Rhyme: Correspondence of terminal sounds of words or of lines of verse; a poem or verse having a regular correspondence of sounds, especially at the ends of lines; poetry or verse of this kind

Verse: a single metrical line in a poetic composition; one line of poetry; a division of a metrical composition, such as a stanza of a poem or hymn

Literal Language: Literal language means exactly what it says

Figurative Language: Figurative language uses similes, metaphors, hyperbole, and personification to describe something often through comparison

Encourage students to understand their own poem/song and use of literal and figurative language throughout it.

Description of Lesson/Activities & Procedures:

Before watching the episode, there will be a warm up discussion time which will allow students to access prior knowledge. Questions for this lesson may include: "Do you know what the Great Depression is and what this term means?" "Have you ever thought about the ways that music helps people through difficult times?" "Have you ever thought about the ways that music inspires and contributes to times of celebration?" "Have you ever written your own poetry or song?" "What type of instrument would you include?" "Have you ever thought about the similarities and differences of instruments and how different sounds and instruments evoke different emotions and feelings?" This will allow the students to begin thinking about their own poem and song, and will hopefully be an inspirational warm-up conversation. Students will then watch episode 832 of WoodSongs Old-Time Radio Hour featuring the music of the Carter family.

Students will write their own poem that they feel is inspirational. The poem will also be extended to have the students transition the poem into a song and then create their own version of this song. This will include having the students explain the style of the song, the instruments they would want included in the song, and the overall style of it. If students have a musical background, they may also want to include an actual performance of their song with their instrument of choice. Ask students to reflect upon the sentiments shared by John Carter Cash throughout this episode of WoodSongs. How did his reflection of his family inspire you? The goal is for the students to recognize the connection of music as inspiration and bringing people together. This will ignite the love and passion for creating and making it their own. The poetry/song writing will allow the students to think about symbolism of words, literal and figurative language. How does it inspire you? What instruments will you include? Will you turn it into more of a folk song or ballad? Will it be acoustic?

In addition, students will learn about various forms of poetry. For instance, students may choose to write a ballad, a cinquain poem, a free verse poem, or another poetry form of their choice. A reference

for various styles of poetry is as follows: <https://www.poets.org/poetsorg/collection/poetic-forms>. Purdue Owl is also a good source of information and the link is as follows:

<https://owl.english.purdue.edu/owl/>

Michael Johnathon references a quote by Maya Angelou at the end of this show. The quote is as follows: "Music was my refuge. I could crawl into the space between the notes and curl my back to loneliness." Students are encouraged to think of this as they create their own version of a song. For the purpose of this class, they will write down their ideas. Ideas may be expanded upon in the coffeehouse, or if teachers wish to extend the lesson, and students may then actually perform their songs and/or explain their version of the song. As an additional component to this lesson, students will write a brief journal entry in which they reflect upon this quote.

The informative piece of the activity will be a two page written paper about the Great Depression. Specifically, the paper will look at the impact of the Great Depression on family life. The paper will cite three reliable sources.

Materials/Media Needed:

> Access to computer/IPad for research

Rubric & Guidelines:

Demonstrates an understanding of artistic and musical expression	Shows an enriched and strong understanding of the episode of WoodSongs Old-Time Radio Hour and is able to participate and	Shows somewhat of an understanding of the episode but main points are not clear.	Does not seem to understand the connections the episode is portraying through music and artistic expression.
Demonstrates an understanding of creatively creating their own song	Understanding is strong of how the episode connects to creating their own poem/ song	Demonstrates an understanding of musical and art expression demonstrated in the episode, but not entirely connecting it to creating their own	An understanding of the episode is not evident.
Poetry is designed creatively and in a way that will demonstrate Meaning while also following a	Very well expressed	Needs additional guidance/lesson	Does not exhibit a strong understanding of the desired goal

While Designing		guidance/redirection	remaining on task
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