

# WS13 MIDDLE SCHOOL Lesson Plan

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**Title: Rising Above and Never Quitting**

**Subject: Music, Language Arts, Art**

**Length of Lesson: Three Class Periods (May vary depending on class times)**

**Grade Level: 7<sup>th</sup> & 8<sup>th</sup> Grade**

This episode of the WoodSongs Old-Time Radio Hour features famous songwriter Jewel.

Jewel began as a folk singer. This show features not only music from her new album, but also features Jewel reading from her new autobiographical book, "Never Broken." Jewel speaks candidly about her family, relationships, home-life, and the very complex and difficult road for to her discovery as a musician. Jewel faced many challenges and trials. She was actually homeless for a time in her life. She also endured an abusive home life and was living on her own at a very young age. Jewel speaks and reads excerpts from her autobiography that explain these trials and also forgiveness. Jewel speaks about remaining true to who she really is as well.

## **Description of Lesson/Activities & Procedures:**

**Activity 1:** The first class period, students will watch and/or listen to this episode of WoodSongs Old-Time Radio hour featuring Jewel. Then, there will be a brief ten minute discussion of the show which will be a warm-up exercise for their activity for the next class. The warm-up discussion could include topics of rising above challenges to become stronger and how lessons are learned often through some difficult times. Encourage students to reflect on the style of music featured in this episode. For instance, encourage students to think about folk music and the art of writing a ballad. Students will then work in small groups to discuss the art of folk music and writing a ballad. A few questions that may prompt this discussion include:

- How would you explain the power of music?
- List some musicians that move you, influence you
- Do you think a ballad evokes strong emotions?
- Have students make the connection of story-telling to music and ballads.
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**Activity 2:** Students will write a ballad in which they write about not giving up and persevering through difficult times. This is not group work. The ballad will include an example in which they themselves have persevered through a difficult time. The ballad will have the students focus on learning from difficult times. The ballad will encourage students to research other artists and learn more about folk music, ballads, and the ways that music relays a message and tells a story.

Tips for writing a ballad as listed on Purdue Owl: <https://owl.english.purdue.edu/owl/>

Ballads tell of an event. They were often used to spread the news, provide entertainment, or create a "bigger than real life" story.

Ballad Writing Tips (Purdue Owl)

- often have verses of four lines
- usually have a rhyming pattern: either abac, aabb or acbc (usually the easiest to rhyme)
- repetition often found in ballads
  - entire stanzas can be repeated like a song's chorus
  - lines can be repeated but each time a certain word is changed
  - a question and answer format can be built into a ballad: one stanza asks a questions and the next stanza answers the question
- Ballads contain a lot of dialogue.
- Action is often described in the first person
- Two characters in the ballad can speak to each other on alternating lines
- Sequences of "threes" often occur: three kisses, three tasks, three events, for example

**Connection to English/Language Arts Standards:**

- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles

**Connection to Arts & Humanities Standards:**

- Identify and classify styles, forms, types and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song)
- Communicate a unifying theme or point of view through the production of works in the arts
- Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities
- Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or style
- Analyze musical forms
- Describe how the elements of music and expressive qualities relate to the structure of the pieces
- Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces
- compare and explain purposes for which music is created to fulfill (ceremonial, recreational, artistic expression)
- Students make sense of ideas and communicate ideas with music

**Connection to Music Standards:**

- Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes
- Students make sense of ideas and communicate ideas with music
- Students analyze their own and others' artistic products and performances using accepted standards
- The arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify)
- The arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure
- create new, listen to, choose and perform music to fulfil a variety of specific purposes
- the elements of music, dance and drama are intentionally applied in creating and performing
- the arts are powerful tools for understanding human experiences both past and present
- the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves

**Vocabulary:**

Ballad: A ballad is a narrative song in which each stanza of text is sung to the same melody. Brought to the American colonies by the earliest British settlers, the ballad form has remained in oral tradition through the present day, particularly in rural parts of the southeastern United States. (<http://www.encyclopediaofappalachia.com/entry.php?rec=31>)

Genre: a category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter

Folk Music: <http://encyclopediaofappalachia.com/entry.php?rec=88>

Autobiography: An account of a person's life written by that person.

Rubric: In order to offer assessment of this lesson plan, teachers are encouraged to examine the following within each student's ballad:

- Accurately relays a story (the message of) a time in which they have persevered through a difficult time
- Follows the guidelines of writing a ballad
- Descriptive language is used
- Students seem to understand and make the connection that music (ballad writing in this lesson) is a powerful way to relay a story and message

### Creative Project/Presentation Scoring Sheet

<b>Creativity/Presentation of material</b>	<b> / </b>
	<b> / </b>
<b>Total</b>	<b> /100</b>