

WS2 COLLEGE Lesson Plan

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Title: Celebration of Appalachian Music

Subjects: Language Arts, Music, Social Studies & Drama

Length of Lesson: Two class periods (and beyond to plan presentations)

Context (Topic and Summary of Lesson Identified): The topic of this lesson is, "Celebration of Appalachian Music".

This lesson plan is designed to educate students about the history of Appalachian music, while also encouraging an appreciation of it and an inspiration to create their own music and art. The goal of this lesson is for students to understand the history of Appalachian music as it relates specifically to story-telling and ballads. The lesson will enable the students to make a connection from music to writing and creating their own ballad. The lesson will allow students to apply what they learn about Appalachian music into their lives by creating their own Appalachian story and ballad. Within the lesson, students will have an opportunity to explore the artists and their passion for art historically and inspiration to create. Students will also explore the history of the Appalachian ballad, folk music, and story-telling.

Grade Level: College

Objective: Students will develop an understanding of the history of Appalachian music and story-telling. Students will be able to identify and appreciate this as it relates to the music and the art of story-telling. This will allow them to learn about history and culture, and will also allow them to apply this knowledge and creativity to create their own ballad. Students will also explore life in Appalachia and compare it historically to modern. In addition, students will design and plan an event in which they present their ballads, organize an event which not only demonstrates all that they have learned and their creative planning, but also encourages a sense of community. The event should have an overall Appalachian inspired theme.

Goals & Objectives:

- Students will understand Appalachian history; culture, music, economy, art and how it relates to ballad/folk music
- Creativity encouraged through the development of story-telling, ballad and folk song
- Knowledge of music as applied to ballad and/or folk song
- Knowledge of musical instruments introduced and played in WoodSongs episode
- Knowledge of musical programs discussed in WoodSongs episode
- Organizational skills through the development of community event
- Networking and critical thinking skills through the organization of community event
- Builds Communication Skills
- Encourages working collaboratively in an effort to creatively plan presentations and event
- Encourages descriptive writing

Vocabulary within lesson: Genre, Appalachia, Story-Telling, Ballad, SEII Method, Critical Thinking, Creative Thinking

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.

Story-Telling- Responses may vary and encourage students to think reflect upon what they feel story-telling was like in the history of Appalachian times.

Appalachia: What does Appalachia mean to you? This could be a personal reflection as well as discussing the geographical term.

SEII Method: State: Give brief explanation; Elaborate: In other word (Expand on that explanation); Exemplify: For example (Explain a concrete example); Illustrate: It's like...(Think metaphor or analogy here)

Critical Thinking: Responses may vary, which is encouraged. Each student should be encouraged to really explore what they think it means to think critically and focus on fair-minded critical thinking, which is thinking and exploring all opinions and thinking thoroughly, while also being fair in the process. Discussion could expand into developing intellectual character as well.

Creative Thinking: Responses may vary

Description of Lesson/Activities & Procedure:

Introduction: The lesson will extend into two classes. The lesson will be introduced with a fundamental question that allows students to begin thinking about music and the history of music. This will help the students being to think about music and how it relates to their lives and also begin to explore what they know about Appalachian music and access prior knowledge, before watching episode 781 of WoodSongs Old-Time Radio Hour, "Celebration of Appalachian Music". Questions to begin an opening discussion may include: What are some of your favorite instruments? What are some of your favorite genres of music? What do you think of when you think of Appalachian music? What inspires you to be a story-teller? When learning something new, it is important that it attach to something you already know. We have to engage in it in order to really learn. Reading or lecture will not ensure it is part of our working memory. Through watching and listening to WoodSongs Old-Time Radio Hour, students will be engaged in their learning and, in turn, inspired to create and plan an event which encourages a sense of community and also promotes networking skills. This will not only allow the students to learn Appalachian history, music and inspire creativity by creating their own ballads and presentation, but also encourage networking in the community. This will encourage students to improve their communication skills and also organization and planning for the event.

After the warm up, the class will then watch episode 731 of WoodSongs Old-Time Radio Hour. After watching the episode, teacher will ask students to reflect upon what they learned from the episode. Some possible questions include: What did you notice about the sounds of the instruments? What stood out most to you within the episode? Where do you find your inspiration for writing your story and being a story-teller? What specific instrument would you like to learn more about and why? What did you think of the version of the Frank Sinatra and Tony Bennett song, "Fly Me to the Moon?" Do you find it interesting to hear songs you may know, but performed in a different style and genre? Please reflect upon factors that you believe played a role in Appalachian story-telling and compare and contrast life in modern times. Next, have students write down these ideas. This will last until the end of the first class period.

For the next class period: We will begin by discussing the history of Appalachian Music. I have used the following as a reference:

<http://www.encyclopediaofappalachia.com/entry.php?rec=31>

The Encyclopedia of Appalachia is a good resource and goes into detail about ballads and each verse and the meanings. <http://encyclopediaofappalachia.com/index.php>

The goal of this lesson is to have students think about story-telling as it relates to Appalachian music. What do you think story-telling means and why is it important when creating and writing music? What type of story would you wish to tell when writing music and/or a song of your own? How would you set your story to music to create a ballad? How do you feel that life in historical Appalachian times played a role in the stories and ballads? Encourage students to really think about what it would be like to have lived in historical Appalachian times. What challenges to do feel they may have faced? How do you think those challenges played a role in their story-telling and musical expression?

After discussing and having students begin to discuss their inspiration and story, students will then have the remaining minutes to write an introduction piece to their story and then begin to develop a ballad for this piece. The ballad should be at least three verses. Students will include which instruments they would like to set their story to and/or sounds that create music. Students are encouraged to think about various instruments they heard throughout WoodSongs Old-Time Radio Hour. For example, would you like to include a banjo, a mandolin, and/or guitar? Why? Reflect upon how you felt hearing these instruments throughout WoodSongs Old-Time Radio Hour. Compare and contrast the sounds of what you heard in WoodSongs Old-Time Radio Hour to current music. What are the similarities and differences? Students are encouraged to compare and contrast their stories versus what they study from historical Appalachian stories and ballads.

The project will then also extend into a performance piece (as discussed above), in which students recite their ballads or even sing and play an instrument to accompany.

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

The overall goal is for students to write their own ballad and have a class period in which they present their ballads. Students could also extend this and work on completing the ballad by adding music.

Media/Materials Needed:

- Tips for writing a ballad to use as a guide
- SEII Worksheet
- Access to computer/lpad to research Appalachian history (Valuable resources include Encyclopedia of Appalachia: <http://encyclopediaofappalachia.com/> ;

<http://encyclopediaofappalachia.com/entry.php?rec=78;>

<http://encyclopediaofappalachia.com/entry.php?rec=86>

<http://encyclopediaofappalachia.com/entry.php?rec=120>

<http://encyclopediaofappalachia.com/entry.php?rec=151>

The S-E-E-I Technique of Thinking Things Through

An excellent way to show you understand a concept, idea, or thought is to explain it as thoroughly as you can to yourself and others. One way to do this is called the **S-E-E-I technique**. This technique will give you a clearer picture of what you mean, and it will illustrate to your professors and audience you understand!

Sate: *Give brief explanation*

Elaborate: *In other words... (Expand on that explanation)*

Exemplify: *For example... (Explain a concrete example)*

Illustrate: *It's like... (Think metaphor or analogy here)*

Based upon the in-class discussion and the examples given, complete the assignment below:

SEE-I EACH STATEMENT BELOW...

- What instruments did you hear throughout WoodSongs Old-Time Radio Hour?
- What instrument do you wish to include in your ballad?
- What plans do you have to present your ballad?
- What steps will you take to begin organization of the presentations?
- What does it mean to you to think creatively?
- How do you believe this project will encourage a sense of community?
- How do you plan to promote your event?

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"Every artist dips his brush into his own soul and paints his own nature into his pictures" Henry Ward Beecher "...

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Point Value: _____

Due Date: _____

INSTRUCTOR NOTES:

When beginning the discussion of S-E-E-I, go through why we would use this method of thinking things through (critical and creative thinking) in our academic, personal, and creative development:

- _____
- _____
- _____

Then give the class an example they can identify with (use yourself as the example):

Use the S-E-E-I to share as many examples as you'd like to gauge their understanding of the overall concepts.

Then:

1. Break them up into teams to do the activity as an in-class team building assignment (have them present their answers orally in class and stand up front as a team).
 - a. Use the clarity, accuracy, etc. as your in-class evaluation of the team's presentation of ideas
- If you do this in class as a team activity, it has the potential to build a positive climate and student rapport, inspire students to think creatively and work together to plan this project and encourage a sense of community
- Learners will use oral and written communication skills, critical and creative thinking skills, and possibly conflict management skills as they plan their event (in which students present their ballads and all they have learned throughout this project).