WoodSongs WS2 HIGH Lesson Plan

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Title: Celebration of Appalachian Music

Subjects: Language Arts, Music, Social Studies & Drama

Length of Lesson: Two class periods

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.

Grade Level: 9-12

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.

Connection to Standards for 9th -12th grade Language Arts:

➢ Assess how point of view or purpose shapes the content and style of a text
➢ Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone
➢ Analyze how and why individuals, events, and ideas develop and interact over the course of a text
➢ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
➢ Comprehension and Collaboration:
  1.) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  2.) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  3.) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
➢ Apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics
➢ the elements of music, dance and drama are intentionally applied in creating and performing

- ➢ use appropriate terminology to analyze and evaluate the use of elements in a variety of musical compositions
- ➢ (rhythm, tempo, melody, harmony, form, timbre, dynamics)
- ➢ apply the elements of music with technical accuracy and expression while performing, singing,
- ➢ playing instruments, moving, listening, reading music, writing music and creating music independently and with others
- ➢ listen to and analyze how changing different elements results in different musical effects
- ➢ use knowledge of elements of drama to create and perform dramatic works in an expressive manner
- ➢ describe and critique their own performances and the performances of others
- ➢ Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or styles
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- ➢ Purposes of Art- ritual, (celebration, commemoration), imitate nature (reflect the world expressive (personal expression), narrative (make a point)
- ➢ Identify specific dramatic works viewed as belonging to particular styles, cultures, times, and places
- ➢ Compare how similar themes are treated in drama from various cultures and historical periods and discuss how theatre can reveal universal themes
- ➢ Compare and contrast how ideas and emotions are expressed in theatre with how ideas and emotions are expressed in dance, music, and visual arts

Vocabulary within lesson: Genre, Appalachia, Story-Telling, Ballad,

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.

Description of Lesson/Activities & Procedure:

Introduction: The lesson will extend into two class periods. 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 begin 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? How do you feel the history of Appalachia plays a role in traditional story-telling and ballads? 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!

After this 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 head 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 may also extend into a performance piece, in which students recite their ballads or even sing and play an instrument to accompany. Students may wish to invite parents or involve the community as well.

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
- Example of a ballad to use as a guide or the option to review one together in class
- Access to computer/Ipad to research Appalachian history (Valuable resources include Encyclopedia of Appalachia: http://encyclopediaofappalachia.com/

Rubric and 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 recount main points from the episode.*	*Shows an understanding of the episode.*	*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 how their ballad will portray a message	*Understanding is clear of how the episode celebrates Appalachian history through music and artistic expression; and how this inspires their ballad*	*Is able to somewhat make the connection from the episode to writing a ballad*	*Demonstrates an understanding of musical and art expression demonstrated in the episode, but not entirely connecting it to writing their ballad*	*An understanding of the episode is not evident.*
Ballad creatively and thoughtfully designed	*Very well*	*Fairly well*	*Needs some extra guidance*	*Exhibits little to none of the desired goal*
Stays on Task while writing ballad and within the lesson	*Stays on task all (100%) of the time.*	*Stays on task most (99-90%) of the time.*	*Stays on task some (89%-75%) of the time.*	*Stays more off task than on task.*