WoodSongs WS3 HIGH Lesson Plan

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Title: Appalachian Poetry; Environment

Subject: Music, Language Arts, Science

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

Grade Level: 9ᵗʰ-12ᵗʰ

This episode of WoodSongs Old-Time Radio Hour is dedicated to Jean Ritchie. Within this episode, various artists celebrate Jean Ritchie, often referred to as the Appalachian princess. Jean Ritchie introduced the mountain dulcimer (sometimes called the lap dulcimer). It fascinated people in Greenwich Village. She also wrote beautiful Appalachian songs such as, "Cool of the Day" and "Black Waters." The goal of this lesson is for students to focus on how precious our world is and the importance of taking care of it. The lesson will hopefully inspire students to portray this message through music and arts, as demonstrated by the artists in the show. The beautiful words of Jean Ritchie will hopefully inspire the students. The activity in this lesson will have students write their own Appalachian poetry which focuses on taking care of the environment and a love for their world and home. Students will then organize a performance piece in which they recite their poetry to the class. Before watching episode 772 of WoodSongs Old-Time Radio Hour, there will be a warm up discussion time which will allow students to access prior knowledge. Students are encouraged to think about how their care for the environment also reflects their love for their home and community. Students will also explore the various instruments used throughout the show. Once students watch the episode, ask them to reflect upon the words of "Black Waters". What does this song mean to you? How does it inspire you? This will ignite the love and passion for creating and writing their own poem.

Connection to Language Arts Standards:

➢ Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition
➢ Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission
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➢ Describe and analyze the effects that works in the arts have on groups, individuals and the culture

Connection to Science Standards:

➢ Science in Personal and Social Perspectives: Personal and community health; population growth; natural resources; environmental quality; natural and human induced hazards; science and technology in local, national, and global challenges

Connection to Music Standards:

➢ Developing music literacy skills
➢ Critically listening to recordings of music (analyze, evaluate)
➢ Manipulating elements in the music to explore expressive options (interpret)
➢ Reflecting on self and peer performance to identify areas of success and for improvement (evaluate and refine)
➢ to describe genre, type, style, historical context, purpose of specific works
➢ Identify characteristics of music from various cultures, styles, genres ,and composers (interpret)

➢ Describe how expressive qualities (such as dynamics, tempo, articulation ,phrasing) and their interpretive decisions convey creator's intent (interpret)

Vocabulary within the lesson: literal language, figurative language

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

Mountain Dulcimer (lap dulcimer): Encourage students to listen to the sounds of the instruments throughout the show and recognize the difference sounds of each

References for Poetry: http://appjournal.appstate.edu/
https://owl.english.purdue.edu/owl/resource/615/01/

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: "Have you ever thought about how taking care of the environment also reflects a love and care for your home and community? Some examples of taking care of the environment and, in turn, ourselves and home, may include:, not littering, recycling, gardening, preserve water, preserve electricity, use reusable bags, print on both sides of the page, plan your shopping, avoid being wasteful, and find natural alternatives. Have students make the connection from taking care of the environment to taking care of their home, themselves, family and friends and community.

The activity of this lesson will have students listen to the song about the environment titled "Black Waters". This will allow students to also think about mountain top removal and the devastation it causes, and how that also creates devastation in our cultures and communities. Also, listen to the poem recited by Pete Seeger called, "I Celebrate Life". Ask the students how this inspires them as they begin to write their poem? Encourage the students to explore the descriptive language and symbolism.

Students will then write an environmental poem to spread awareness throughout their school. Students are encouraged to reflect upon a love for their home and community. Have students also reflect upon Michael's quote in which he says if you play a guitar, or any instrument, take your three chords and the truth and in the spirit of Jean Ritchie, move people; that's what art and music are for and use the music. This quote is very encouraging and inspirational as students begin to write their poem about a love for the environment and home. Students are encouraged to do the same when writing their own Appalachian poem.

For the purpose of this lesson, students will write an Appalachian poem and share this with their class and possibly other classes as well. This will encourage a sense of community as students recite their poetry. The overall goal is for student's to realize how music and art strongly inspire and allows one to truly speak and reach others, as demonstrated by the artists in the episode of WoodSongs Old-Time Radio Hour. In addition, students may also wish to contact local newspapers to demonstrate their poetry as well and deliver their message to love and take care of the environment and, in turn, home and community. Students are encouraged to plan the event to recite their poetry in a way that encourages community and relays their message to take care of the environment and love and value our world, community and home. Students are encouraged to network with other classes and/or teachers to organize their event. In addition, this could also be extended into a WoodSongs Coffeehouse.

Materials/Media Needed:

- ➢ **Access to computer/IPad to listen to songs, research and also to explore various instrument sounds**

Rubric:

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 poem will portray their message	*Understanding is clear of how the episode connects to poetry writing is evident*	*Is able to somewhat make the connection of information from the episode to writing their poem*	*Demonstrates an understanding of musical and art expression demonstrated in the episode, but not entirely connecting it to writing their poem*	*An understanding of the episode is not evident.*
Poem clearly expresses taking care of the environment and a love for home and community	*Very well*	*Fairly well*	*Needs some extra guidance*	*Exhibits little to none of the desired goal*
Stays on Task while writing poetry 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.*