WoodSongs WS3 MIDDLE 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: 7th & 8th Grade

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. 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:

➢ Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)

➢ Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

➢ 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 conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience

➢ Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles

➢ Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information

Connections to Arts & Humanities Standards:

- ➢ **Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works**
- ➢ **Communicate a unifying theme or point of view through the production of works in the arts**
- ➢ **Explain works of others within each art form through performance or exhibition**
- ➢ **Explain the function and benefits of rehearsal and practice session**
- ➢ **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)**
- ➢ **Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities**

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. Ideas may be expanded upon in the coffeehouse, or if teachers wish to extend the lesson, and students may then actually 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.

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.*