

WS8 COLLEGE Lesson Plan



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Title: Celebration of Folk and Bluegrass

Subject: Music, Language Arts, Social Studies

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

Grade Level: College Level

This episode of WoodSongs Old-Time Radio Hour is a celebration of Folk and Bluegrass music. The first artist, Bryon Sutton, discusses that he listened to local musicians, a community of music, and a combination of artists such as Doc Watson as well. Bryon Sutton performs a song in which the words include: "Show me a place where I don't have to worry, show me a place where I don't have to hurry and that's where I belong." Encourage the students to think about what does this mean to them? What does this look like to you? What would be your place where you would go in which you would not have to worry and would feel peaceful. This conversation will allow students to begin thinking about the community of music and ways in which brings people together. Encourage students to think about the front porch dynamic of music. As Michael Johnathon and the artists in the show discuss, music really can be about sitting on a front porch and not needing a big production. Music is so enriching to our lives and encourage students to explore this, and not only the focus on music as a money making tool. Ask students what they would play on their front porch and to reflect upon the tradition of music.

In addition, ask students what instruments are being played? Find one other song in which one of these instruments is being played and compare the style. Is it similar, is it different? How so? The next artist on this episode, Dom Flemons, discusses that he started thinking about music in many different ways. Ask students how they may do this as well? Consider different genres of music. Dom is a Grammy winning artist. Dom is one of the few black banjo players in North America. He plays banjo and harmonica at the same time and has such an incredibly unique style.

Goals & Objectives:

- Knowledge of musical instruments introduced and played 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
- Connection to their life experience as they reflect upon the ways to design a project which establishes a sense of community and also understand how this relates to WoodSongs
- Encourages working collaboratively in an effort to creatively plan presentations and event
- Critical Thinking applied in terms of planning and organizing project (contacting campus organizations)

Vocabulary:

Banjo: <http://www.encyclopediaofappalachia.com/entry.php?rec=32>

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>

Bluegrass Music: <http://encyclopediaofappalachia.com/entry.php?rec=40>

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>)

Description of Lesson/Activities & Procedures:

Have students reflect upon the following quote as part of the warm-up discussion: "To affect the quality of the day, that is the highest of the arts" Henry David Thoreau. This will also allow them to think about the ways in which Michael Johnathon and the artists on the show use their music to encourage community and togetherness.

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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

In addition, ask students what instruments are being played? Find one other song in which one of these instruments is being played and compare the style. Is it similar, is it different? How so? The next artist on this episode, Dom Flemons, discusses that he started thinking about music in many different ways. Ask students how they may do this as well? Consider different genres of music. Dom is a Grammy winning artist. Dom is one of the few black banjo players in North America. He plays banjo and harmonica at the same time and has such an incredibly unique style.

Activities of this lesson include:

- Warm Up Discussion
- Students will write a description of a place in which they feel they don't have to worry
- Students will also list musical instruments played throughout the episode and then compare and contrast a song with the same instruments.
- Students will also write a one page paper on the history of the banjo using the episode of WoodSongs Old-Time Radio Hour and one additional source in which they research the banjo.
- Write a poem and/or ballad based upon their description of a place in which they feel they do not have hurry (as referenced by the song performed by Bryon Sutton
- Students will then organize an outside activity in which they promote their poetry/ballad and encourage a sense of community on campus

Materials/Media Needed:

- Access to computer/IPad to listen to song students choose and also to explore various instrument sounds

Rubric: This rubric is open for design by the teacher and may include the guidelines that the teacher feels are most important from the project. In addition, teachers may also use the rubric to have students self-reflect on their project. Students may also use this or a rubric in which they design to assess their networking and collaborative efforts for the community project in which they perform their poem and/or ballad to encourage and build a sense of community.

Creative Project/Presentation Scoring Sheet

Creativity/Presentation of material	/
	/
	/
	/
	/
	/
	/
Total	/100