

WS11 MIDDLE SCHOOL Lesson Plan

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Title: Music; Inspiration, Support & Love Transaction

Subject: Language Arts, Music, History

Length of Lesson: Two class periods Grade

Level: 7th & 8th Grade

This lesson covers a variety of topics. This episode of WoodSongs Old-Time Radio Hour features John Carter Cash, son of Johnny and June Carter Cash. He talks in great detail about the love the Carter family and the love of his parents. This show also talks about the many ways that music encourages and inspires. The music of the Carter family inspired people throughout the Great Depression. It helped people to feel supported through this time. In fact, "Keep on the Sunny Side" became the song of the Great Depression that inspired many people through such a difficult time. This lesson will allow the students to learn more about the history of the Great Depression. Once students explore more about the history, they will then have time to reflect upon the ways that music brings people together and encourages, supports and uplifts during difficult times. How does music lift your spirits? How does it help you when you are feeling stressed or down? How does it contribute to times of celebration? Before watching the episode, there will be a warm up discussion time which will allow students to access prior knowledge. This will be a brief discussion in which students will talk about what they know about the Great Depression specifically. This will also allow students to talk about music as inspiration and how it encourages a sense of community. This lesson will inspire students to reflect upon making music their own as referenced by Michael Johnathon.

The WoodSongs Kid of the Week is Jalee. As part of the activity, ask students to listen to her music and commentary as a source of inspiration!

Connection to Language Arts Standards:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text (music in this lesson)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Assess how point of view or purpose shapes content and style (the poem)
- Assess how point of view or purpose shapes the content and style of a text (music)
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Connections to Music Standards:

- Analyze musical forms

- Describe and compare the characteristics and purposes of works of art representing various cultures, historical periods, artists, and/or style

Vocabulary and Terms within the lesson: The Great Depression, literal language, figurative language, refuge (as referenced by Michael Johnathon in expressing the quote by Maya Angelou)

Encourage students to understand their own poem/song and use of literal and figurative language throughout it.

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

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: "Do you know what the Great Depression is and what this term means?" "Have you ever thought about the ways that music helps people through difficult times?" "Have you ever thought about the ways that music inspires and contributes to times of celebration?" "Have you ever written your own poetry or song?" "What type of instrument would you include?" "Have you ever thought about the similarities and differences of instruments and how different sounds and instruments evoke different emotions and feelings?" This will allow the students to begin thinking about their own poem and song, and will hopefully be an inspirational warm-up conversation. Students will then watch episode 832 of WoodSongs Old-Time Radio Hour featuring the music of the Carter family.

The activity within this lesson will have students write a brief informative paper about the Great Depression. Students will also, as the more creative activity of this lesson, will write their own poem that they feel is inspirational. The poem will also be extended to have the students transition the poem into a song and then create their own version of this song. This will include having the students explain the style of the song, the instruments they would want included in the song, and the overall style of it. If students have a musical background, they may also want to include an actual performance of their song with their instrument of choice. Ask students to reflect upon the sentiments shared by John Carter Cash throughout this episode of WoodSongs. How did his reflection of his family inspire you? The goal is for the students to recognize the connection of music as inspiration and bringing people together. This will ignite the love and passion for creating and making it their own. The poetry/song writing will allow the students to think about symbolism of words, literal and figurative language. How does it inspire you? What instruments will you include? Will you turn it into more of a folk song or ballad? Will it be acoustic?

In addition, students will learn about various forms of poetry. For instance, students may choose to write a ballad, a cinquain poem, a free verse poem, or another poetry form of their choice. A reference for various styles of poetry is as follows: <https://www.poets.org/poetsorg/collection/poetic-forms>

Michael Johnathon references a quote by Maya Angelou at the end of this show. The quote is as follows: "Music was my refuge. I could crawl into the space between the notes and curl my back to loneliness." Students are encouraged to think of this as they create their own version of a song. For the

purpose of this class, they will write down their ideas. Ideas may be expanded upon in the coffeehouse, or if teachers wish to extend the lesson, and students may then actually perform their songs and/or explain their version of the song.

Materials/Media Needed:

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

Rubric & 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	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 creatively creating their own song	Understanding is strong of how the episode connects to creating their own poem/song	Demonstrates an understanding of musical and art expression demonstrated in the episode, but not entirely connecting it to creating their own	An understanding of the episode is not evident.
Poetry is designed creatively and in a way that will demonstrate Meaning while also following a particular style/theme	Very well expressed	Needs additional guidance/lesson	Does not exhibit a strong understanding of the desired goal
Remains on Task While Designing	Most of the lesson	Needs additional guidance/redirection	Exhibits difficulty remaining on task