

WoodSongs WS9 COLLEGE Lesson Plan



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Title: Celebration of Jazz with Preservation Hall Jazz Band

Subject: Music, Language Arts, Art

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

Grade Level: College Level

This episode of WoodSongs Old-Time Radio Hour features the Preservation Hall Jazz Band. Within this lesson plan design, we will explore the history of New Orleans Jazz. The show begins with an introduction of Sweet Emma Barrett and the Preservation Hall Jazz Band and a description of her legacy and honors. The Preservation Hall Jazz Band starts out the show and immediately the environment feels as if you've just stepped into New Orleans!

This lesson has a particular emphasis on the ways in which music brings us together. The issues of segregation during the 1960's are discussed and the ways in it influenced the music. 100 years ago jazz was born. In addition, the following reference, http://www.nps.gov/jazz/learn/historyculture/jazz_history.htm, specifically mentions how many different people found common interests through their love of music. Students will be encouraged to think of ways in which music encourages community and connections among several topics. New Orleans Jazz focused on encouraging the art, the community, the beauty that the Preservation Hall brings and how it encouraged young people. Michael Johnathon's quote at the end of the show is a quote from Plato and is very inspirational for students as they begin to think about creating their own music and/or including music into their daily lives.

The actual Preservation Hall only houses 76 people, but truly brings people from all of the world. Students will be encouraged to think about a particular music venue in which they would like to travel and why. Also, ask students to examine the history of Preservation Hall.

This episode also references Hurricane Katrina. Students will research more about Katrina and write a brief information text about the storm and its impact on the city of New Orleans.

Goals & Objectives:

- Students will understand the history of jazz and how it encouraged togetherness; in turn, how music encourages togetherness and community
- Students will be familiar with the sounds of jazz and particular instruments
- Creativity encouraged through project design
- Knowledge of music as applied to project design
- Knowledge of musical instruments introduced and played in WoodSongs episode
- Builds communication and presentation skills
- Encourages descriptive writing
- Critical Thinking
- Creative Thinking
- Encourages students to make connections of how music tells a story and delivers a message

Description of Lesson/Tasks:

This is an incredibly fun lesson and it is my hope that your classroom will feel like the Preservation Hall in New Orleans! You may even decorate your classroom in a New Orleans style as you introduce jazz and this episode of WoodSongs Old-Time Radio Hour. A fun introductory activity may be for students to listen to jazz before watching this episode.

Task 1: As a warm-up activity, students will listen to jazz. Ask students what instruments they hear in the jazz music. You may choose to play jazz performed by Preservation Hall Jazz Band, and/or perhaps you'd like to introduce additional jazz artists, such as Louis Armstrong. Ask students to research other jazz artists and compare and contrast the various styles of jazz.

Next, students will watch the episode of WoodSongs Old-Time Radio Hour. Ask students to write down their ideas for creating a project in which they encourage community through a music/and or art form. Students will only design this project for the purpose of their class in particular. However, this project may be extended into a WoodSongs Coffee House activity. Students are encouraged to work collaboratively and plan with fellow students to ensure that each project is different. This will encourage critical and creative thinking, while also allowing students to work together. Students will include a musical performance piece or artistic aspect to encourage a sense of community. Project topics should vary. For example, one project may be about taking care of the environment, while another may be about another type of social issue that students feel needs to be addressed within their class and/or school.

Task 2: Students will be encouraged to think about a particular music venue in which they would like to travel and why. Encourage students to listen and reflect upon the description of Preservation Hall. Reflect upon the ways in which Preservation Hall Jazz Band describes their experience in Preservation Hall; the descriptive words and feelings. Also, ask students to include this as part of their project and when thinking of ways that music encourages a sense of togetherness and community.

Task 3: Students will use the following resource, http://www.nps.gov/jazz/learn/historyculture/jazz_history.htm, and also three additional reliable/scholarly sources that they find on their own. This is an opportunity to discuss reliable sources versus unreliable sources. Students will explore the ways that jazz brought people together and the history of jazz. Ask students to write an information text in which they explain what they have learned. It should be two-three pages and include correctly cited sources.

Task 4: Students will research Hurricane Katrina and how it impacted New Orleans. How did jazz help the community to come together? Do you feel that the music helped to bring the city of New Orleans back to life after this storm? Students are also expected to locate scholarly sources for this task as well.

Task 5: Students design their own rubric to self-assess this lesson design, including both their project and informational texts.

