Nobody Knows the Trouble I’ve Seen

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2016

Standards

US-CC-ELA-2010.1.SL.5

 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

 US-CC-ELA-2010.1.SL.6

 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

US-CC-ELA-2010.11-12.SL.5

 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Objectives

* Students will be able to perform an auditory analysis of a primary source.
* Students will be able to support their ideas and comprehension through visual representation.
* Students will be able to clearly communicate thoughts and ideas through complete sentences.
* Students will be able to clearly communicate thoughts and ideas orally to their peers.

Resources

[Marian Anderson Live Recording - Nobody Knows The Trouble I've Seen](https://www.loc.gov/item/jukebox.10169/)

 Marian Anderson performs the song, "Nobody Knows The Trouble I've Seen" in the year 1924.

Library of Congress (2016) [www.loc.gov](http://www.loc.gov)

[A Biography of Marian Anderson](http://www.pbs.org/wgbh/americanexperience/features/biography/eleanor-anderson/)

 PBS provides biographical insight into the life of Marian Anderson, the first African American invited to perform at the White House.

Materials

* Social Studies logs
* Computer with speakers
* Markers, crayons, colored pencils, etc.
* Pre-written auditory analysis questions, discussion questions, and final prompt to be written on the board or projected for students to see
* Pre-selected photograph(s) of Marian Anderson  (hard-copy or online)

Procedure

* **(LISTENING)**  Students will listen to the sound recording of Marian Anderson singing "Nobody Knows The Trouble I've Seen."
* **(WRITING, AUDITORY ANALYSIS)** Students will record and answer the following questions independently in their Social Studies logs as they listen to the sound recording:
	+ What do you hear?
	+ What can you tell about the speaker?
	+ What was the speaker's message?
	+ What was the speaker's point-of-view?
	+ What time period do you think this recording is from? Why?
	+ How do you feel about the recording? What did you like or not like?
* **(VISUALLY REPRESENTING)** Students will listen to the sound recording a second time and illustrate an image of the speaker. What do they see when they listen to the recording?
* **(SPEAKING)** In small groups of 4-5, students will share their responses and illustrations.
* Students will come together as a whole class to share their responses and illustrations.
* Teacher will facilitate discussion by reiterating questions from Social Studies logs.
* Teacher will place emphasis on the student's illustrations by posing the following questions:
	+ Would someone please share your illustration?
	+ What about the recording inspired this picture in your mind?
	+ Why did you draw the speaker in that way? (Man, woman, white, black, etc.)?
* **(VIEWING)** Teacher will pull up a picture of the speaker: Marian Anderson
* Students will discuss their reactions and compare the photograph to their illustrations.
* Teacher will facilitate this discussion by asking the following questions:
	+ What comparisons can you make between the photograph of Marian Anderson and the illustration you provided?
	+ Did seeing her photograph surprise you? How?
	+ What thoughts do you have about the differences between the photograph and your illustration?
	+ Why did you picture Marian in the way that you did?
	+ Was Marian a white woman or black woman in your illustration?
	+ Why might these differences matter?
* **(READING)**  Students will be given a link to the PBS biography on Marian Anderson and read in small groups of 4-5.
* Students will answer the following questions in their Social Studies logs:
	+ What interesting information did you learn from Marian's biography?
	+ What adversities did Marian encounter as a black performer?
	+ Can you make any connections between the song in the recording (Nobody Knows The Trouble I've Seen) and experiences in her life?
* Students will come together as a class and discuss their responses.
* Teacher will facilitate discussion by reiterating questions from the Social Studies logs.
* Teacher will emphasize the prejudice Marian experienced with the Daughters of the American Revolution and Eleanor Roosevelt's reaction.
* Teacher will wrap up the discussion by asking for responses to the following prompt:
	+ When we illustrated Marian, we had no idea what she looked like. We saw no skin color. However, the Daughters of the American Revolution saw only skin color and refused to let her perform in their establishment. How do you feel about this? What would you have said to the Daughters of the American Revolution? How would you have remedied the situation? Do you agree with Eleanor Roosevelt's actions? Why or why not?
* Students will write a thoughtful response (at least five sentences) addressing the teacher's final prompt.
	+ This response will be recorded in their Social Studies logs.
	+ Students are allowed to include ideas proposed during class discussions.

Assessment

The teacher will collect students' Social Studies logs and assess them for the following qualities:

* Auditory Analysis and Discussion Questions
* Grammar and Spelling
* Response to Final Prompt
* Visual Representation
* Participation in Class Discussions

 A rubric will be used to assess students' work samples with specific weight placed on Response to Final Prompt, Auditory Analysis and Discussion Questions, and Visual Representaiton. Student work will be evaluated using a scale of the following identifiers:

* Exemplary (4pts.)
* Proficient (3pts.)
* Partially Proficient (2pts.)
* Incomplete (1pt.)

|  | **Exemplary  (4 pts)** | **Proficient  (3 pts)** | **Partially Proficient  (2 pts)** | **Incomplete  (1 pt)** |
| --- | --- | --- | --- | --- |
|  Auditory Analysis and Discussion Questions  (2.000, 22%)  |  Student supported each question with several details and communicated the information in complete sentences.  |  Student supported each question with a few details and communicated the information in complete sentences.  |  Student did not answer each question in auditory analysis. He/she supported with few details and/or did not utilize complete sentences.  |  Student answered two or fewer auditory analysis questions. He/she did not utilize complete sentences and instead used one-word responses.  |
|  Grammar and Spelling  (1.000, 11%)  |  Student demonstrated command of standard English by using conjunctions and prepositions effectively. Student capitalized, punctuated, and spelled correctly, even if resources were used. Student utilized correct verb tense and appropriate transitions to move between ideas.  |  Student demonstrated command of standard English by using conjunctions, prepositions, punctuation, spelling, verb tense, and transitions with few mistakes.  |  Student demonstrate moderate command of standard English by using conjunctions, preposition, punctuation, spelling, and verb tense. Student lacked transitions while moving between ideas.  |  Student demonstrated weak command of standard English by misusing conjunctions, prepositions, punctuation, spelling, verb tense, and transitions. Several mistakes were made with each convention.  |
|  Response to Final Prompt  (3.000, 33%)  |  Student answered each question in the prompt and supported each question with several details. Details were provided in logical order. Student communicated these details using complete sentences and proper grammar. Student provided more than five complete sentences to communicate his/her ideas.  |  Student answered each question in the prompt and supported each question with a few details. Details were provided in logical order. Student communicated these details using complete sentences and proper grammar. Student provided exactly five complete sentences to communicate his/her ideas.  |  Student answered most of the questions in the prompt (but not all) and supported ideas with a few details. Details were not provided in logical order. Student communicated these details using some complete sentences but also fragments and improper grammar. Student communicated ideas using five or less sentences.  |  Student answered two or fewer questions in the prompt and provided little or no detail. Student was unable to communicate these details using complete sentences or proper grammar. Student communicated ideas in less than two sentences or did not respond at all.  |
|  Visual Representation  (2.000, 22%)  |  Student illustrated a thoughtful illustration of the speaker (regardless of artistic quality) that included many details and color. Student was able to justify and describe his/her illustration to the class fluently.  |  Student illustrated a worthwhile illustration, but it lacked detail and/or color. Student was able to describe and justify his/her illustration to the whole class fluently.  |  Student illustrated a very basic illustration with few details and no color. Student described his/her illustration but was unable to provide much justification.  |  Student did not complete his/her illustration or did not provide a visual representation at all. Student was unable to describe and/or justify his/her illustration.  |
|  Participation in Class Discussions  (1.000, 11%)  |  Student provided thoughtful insight during discussions and justification for his/her answers. He/she was continually able to build upon and critique the thoughts and ideas of his/her peers.  |  Student participated in discussions but was not always prepared to offer justification for his/her ideas. Student offered general feedback and critiques for the thoughts and ideas of his/her peers.  |  Student participated in a few of the discussions and was not always prepared to offer justification for his/her thoughts. Student offered little feedback and critiques for the thoughts and ideas of his/her peers.  |  Student participated in one or none of the class discussions. He/she was not prepared to justify his/her thoughts and offered no feedback for his/her peers.  |

Reflection