Ragtime Music

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2016

Standards

IL-ISBE-ELA-CC-2010.6.L.2

Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

IL-ISBE-ELA-CC-2010.6.L.3

Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

IL-ISBE-ELA-CC-2010.K-12.L.R.3

Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Objective

* Students will be able to describe what they hear in the sound recording.
* Students will be able to use adjectives within their free verse poem.
* Students will be able to create their own poem from the sound recording they listened to.

Resources

[The Smiler - Ragtime Music](https://www.loc.gov/item/ihas.200035784/)

This LOC link provides a short music clip from the ragtime era. Library of Congress (2016) [www.loc.gov](http://www.loc.gov) .

Materials

Class of 23 students

* 25 computers in a computer lab with headphones
* 25 "Discussion Question" handouts
* Notebook paper
* Pencils
* LOC web address (https://www.loc.gov/item/ihas.200035784/)

Procedure

Day One: (60 minutes)

1. Students will each be seated at computers in a computer lab. Each student will have his or her own computer.
2. The teacher will give the students the URL to find the ragtime sound recording, "The Smiley."
3. Students will listen to the sound recording one time.
4. After the students have listened to the sound recording once, the teacher will provide the students with a few discussion questions (refer to "Discussion Questions" below).
5. After the students have completed the discussion questions, the students will now listen to the ragtime sound recording one more time (each student will be at their own pace as long as they are diligently working...the teacher will be walking around while the students are listening to the sound recording).
6. Once all the students are done listening to the sound recording for the second time, the teacher will take the students back to the classroom. The students will also take their discussion questions with them back to the classroom as well.
7. Once the students are all back in the classroom, the teacher will instruct the students to write a free verse poem about how they felt and what they heard throughout the sound recording. The students will be able to use their discussion questions while they are writing their poem.
8. The poem can be about anything as long as it relates to what they heard in the sound recording.
9. Once the students are finished writing their poems, the teacher will ask for volunteers to read their poem aloud.
10. At the end of the hour, the students will turn in their poems and discussion papers to the teacher.

Day Two: (10 minutes)

1. When the students come back to class the following day, ask the students to write about what they heard in the sound recording from the day before. This will be a follow-up activity from the activity the day before.

Discussion Questions:

1. Describe what you hear.
2. Are there any background noises? If so, describe them.
3. Do you recognize any of the instruments in the sound recording?
4. How does the sound recording make you feel?
5. Why do you believe the songwriter named this song, "The Smiley?"

Adaptations:

If there isn't a computer lab at the school, the teacher may play the sound recording on his or her own computer and have the students listen to it that way. If there are special needs students in the classroom, they can listen to the sound recording in a different classroom or through the help of the teacher or the special needs teacher. There will also be an alternative assignment for special needs students. The students will still be requred to complete the discussion questions but in a different manner. For example, one word answers would be acceptable instead of complete sentences. If the special needs students aren't able to write a poem, they can instead draw a picture of the instruments they hear playing or a picture of what they artist would look like.

Assessment

The students will be assessed on if the discussion questions were completed with complete sentences and proper punctuation. The students will also be assessed on the completion of their poems.

|  | **Target (3 pts)** | **Acceptable (2 pts)** | **Unacceptable (1 pt)** |
| --- | --- | --- | --- |
| Completion (1.000, 25%) | The discussion questions was completed using complete sentences and were answered in detail. The free verse was complete. | The discussion questions were completed but not in complete sentences and some were in detail. The free verse poem was completed. | Both the discussion questions and the free verse poem were not complete. |
| Spelling and Punctuation (1.000, 25%) | There were no spelling or punctuation mistakes made throughout the free verse poem or the discussion questions. | There were 1-5 spelling and/or punctuation mistakes made throughout the free verse poem and the discussion questions. | There were 6+ spelling and punctuation mistakes made in the free verse poem and/or the discussion questions. |
| Conventions - Adjectives (1.000, 25%) | The students used at least 5 adjectives in his or her free verse poem. | The student used 2-4 adjectives in his or her free verse poem. | The student used less than 2 adjectives in his or her free verse poem. |
| Relevancy to Sound Recording (1.000, 25%) | The students free verse poem directly related to the sound recording. | The students free verse poem mostly related the sound recording that was listened to. | The free verse poem had no relevancy to the sound recording. |

Reflection