Blues Music

Ashley Taus

2016

Standards

IL-ISBE-ELA-CC-2010.7.R.I.3

Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

IL-ISBE-ELA-CC-2010.7.R.I.4

Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

IL-ISBE-ELA-CC-2010.7.R.L.4

Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

IL-ISBE-ELA-CC-2010.K-12.R.R.7

Integration of Knowledge and Ideas: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

IL-ISBE-ELA-CC-2010.K-12.W.R.7

Research to Build and Present Knowledge: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Objectives

Students will be able to conduct a group research project based on Blues Music topics.

Students will be able to gather and analyze text about their topic.

Students will be able to determine the meaning and tone of words that are used in their musician's songs or a song.

Students will be able to create a song based on their research.

- Example: If the student researched the Blues musician Bobby Bland. Then the student will compose a song that is about betrayal and resignation because that is one of the main themes of most of Bobby Bland's songs.

Students will be able to present their researched content visually (research notes) and auditorily (singing their song).

Resources

[Worry Blues Audio Recording](https://www.loc.gov/item/lomaxbib000012/)

Title Worry Blues Contributor Names Lomax, John A. (John Avery), 1867-1948 (Collector) Lomax, Ruby T. (Ruby Terrill) (Collector) Lockett, Jesse (Performer) Created / Published Brazoria, Texas, April 16, 1939 Notes - Venue: Clemens State Farm - Performance Note: "Worry Blues" performed by Jesse Lockett (vocals and guitar) at Clemens State Farm, Brazoria, Texas, on April 16, 1939. Library of Congress (2016) [www.loc.gov](http://www.loc.gov) .

Procedure

**DAY ONE OF LESSON**

* Create a Grand Conversation.
* Discuss what it means to “have the blues.”
* When the students arrive at definitions, make a list of some of the things that give them the blues.
* Make a second class list of other words that could describe the blues (sad, disappointed, etc.).
* Go to *Library of Congress* and play the [*Worry Blues* Audio Recording](https://www.loc.gov/item/lomaxbib000012/).

* Instruct students to fill/create a [cluster web](https://www.eduplace.com/graphicorganizer/pdf/cluster_web3.pdf) based on their present knowledge about the Blues Music.
* Ask students to share their ideas they wrote in their cluster web.
* Make a class cluster web on the front board, include student shared ideas.
* Explain that the students will now do a small group research project about a topic that relates to Blues Music.
* Instruct students that after they have researched their topic, they will compose their own song in their small groups.
* Set expectations for the project by presenting students with a list of acceptable topics, research notes checklist, and rubric for the project.
  + Acceptable Topics are Musicians
    - Billie Holiday
    - Albert King
    - Ray Charles
    - Jimi Hendrix
    - Etta James
    - Buddy Guy
    - Bessie Smith
    - Muddy Waters
    - Robert Johnson
    - BB King
* Give students about 30 minutes to research, 25 minutes to compose their song, and 5 minutes to practice their song.
  + Inform student's they can bring props for their presentation tomorrow.

**DAY TWO OF LESSON**

* Play [Worry Blues Audio Recording](https://www.loc.gov/item/lomaxbib000012/) again to get students in the mood to sing.
* Have student groups present information on their topic and perform their song.
* Allow for positive commentary and constructive criticism from peers and teacher.
* Instruct students to turn in all their materials: topic notes and written composed song.

Assessment

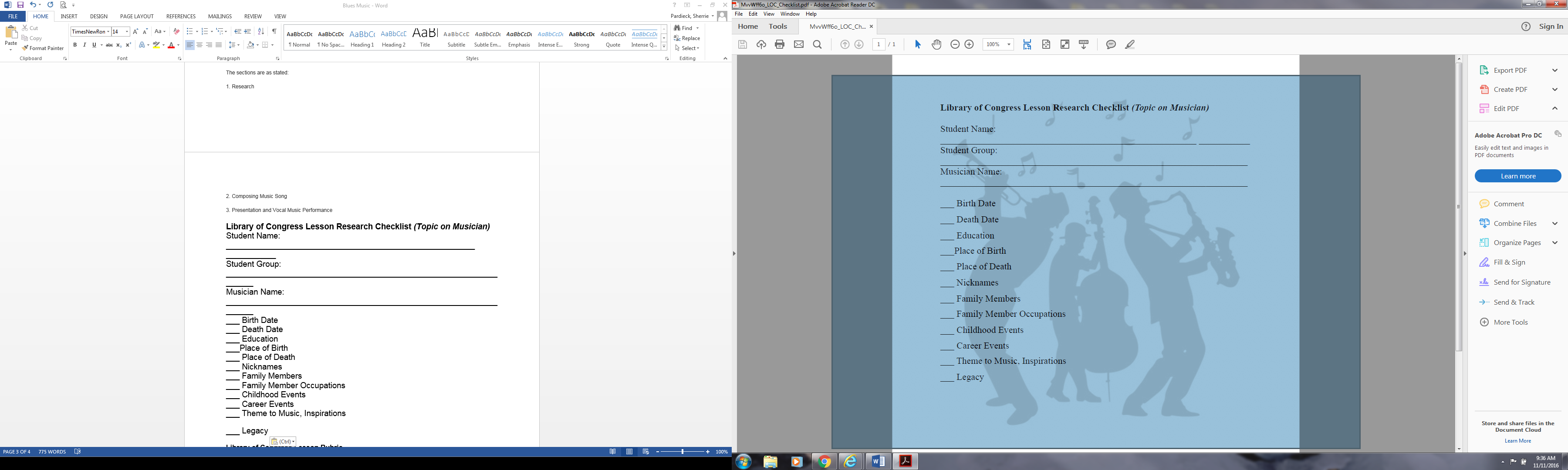
Students will be given a checklist to use to make sure they researched and took notes on valuable information. In addition, a rubric will be used to assess the specific sections of the lesson.

The sections are as stated:

1. Research

2. Composing Music Song

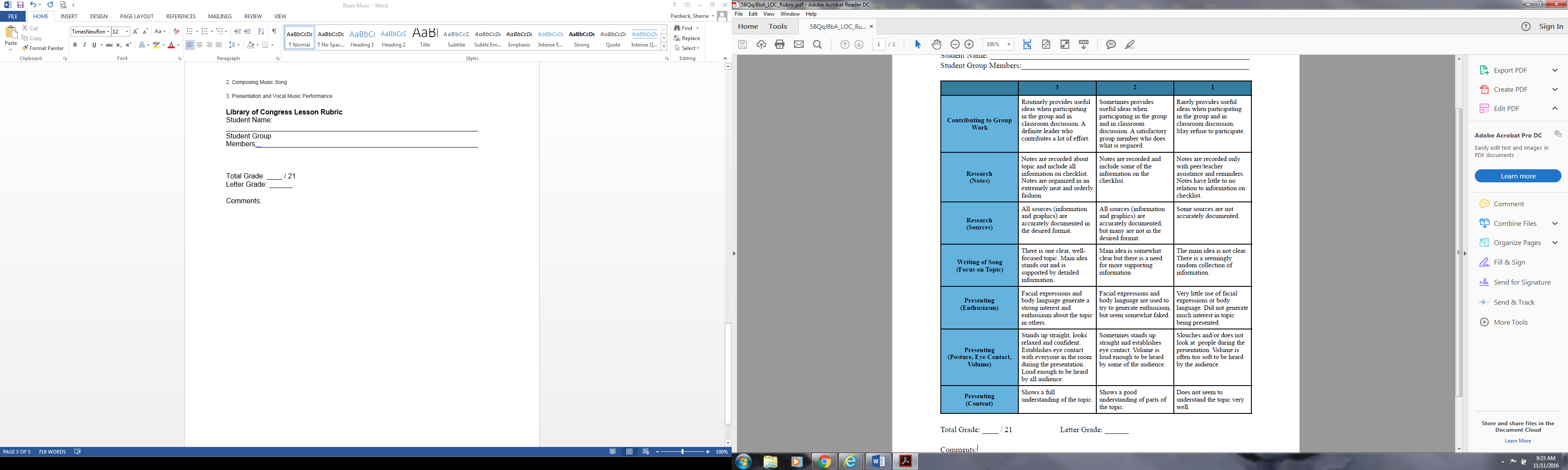
3. Presentation and Vocal Music Performance



**Library of Congress Lesson Rubric**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Group Members:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Total Grade: \_\_\_\_ / 21

Letter Grade: \_\_\_\_\_\_

Comments:

Reflection