

# 2012-2013 Teaching American History

## Extended Discussion/Writing Lesson Plan Template

**Lesson Title:** Groovin' Through the Decades 1850's-1940's

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**Appropriate for Grade Level(s):** 8th

### US History Standard(s)/

*H2.[6-8].23* Explain the causes of the Great Depression and the impact the Great Depression had on society and its effect on U.S. political policy.

*H1.[6-8].11* Explain the effects of WWI and WWII on social and cultural life in Nevada and the United States.

*H2.[9-12].9* Describe the causes and consequences of the Great Depression.

*H2.[6-8].18* Describe the institutionalization of slavery in America, the resistance of the enslaved, and the ongoing struggle between proponents and opponents of slavery.

### CCSS(s):

**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Discussion Question(s):** Which song best represents what was taking place in America?

**Discussion Engagement Strategy:** Modified Fish Bowl

**Student Readings/sources (list):** The Psalms Book

Yankee Doodle, Clementine, Star Spangled Banner, Follow the Drinking Gourd, Buffalo Gals,

**Description of student writing assignment and criteria/rubric used for assessment of student writing:** Students will create an essay based off of listening to numerous American songs, a reading about music and history and a fishbowl discussion. They will be assessed on their discussion and writing through a rubric.

**Total Time Needed:** 2-3 Days

### Lesson Outline:

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
10 minutes	Teacher is monitoring responses	Students are answering question: What makes music popular?
5 minutes	Teacher facilitates discussion	Students share their responses
70 minutes	Teacher will be monitoring	Students will be doing stations to get their

		information for their essay. Each station will be dedicated to a certain time period. As students are moving around class they will be filling out a worksheet
30 minutes	Teacher will facilitate	Students will analyze their notes and complete the writing prompt for each song
20 minutes	Teacher will walk around and help students pull out evidence for their position.	Students will decide which song they feel best describes what was taking place in America based off of the lyrics. They will use their evidence from the lyrics in a fish bowl activity.
30 minutes	Teacher will facilitate and record participation.	Students will take part in a modified fish bowl activity.
40 minutes- can be homework	Teacher will monitor during the writing process.	Students will create an essay based off of their discussion and analysis of the songs. They will use the chicken foot as a starting point.

### Groovin' Through American History: How has popular music changed America?

Music has had an impact on America since America was just a string of colonies. In the beginning ages of America Puritans used music as a main source of worship and in their social gatherings. The first book published in the colonies was a music playbook titled *The Bay Psalm Book*. During this time most colonists knew how to read music, play an instrument and carry a tune. This stems back to their roots in Europe. The significance of music in Europe followed colonist into the New World.

Music declined in the colonies until the Moravians began to set up schools that focused on music and encouraged music back into the community. As music began to take off again music books were printed. This changed culture because for the first time print took precedent to oral tradition. People began to record things instead of sharing information orally.

After the American Revolution American music began to make a name for itself. There was a flood of European immigrants who were musically talented and began to modernize American music. In 1815 the Handel and Haydn Society of Boston was established. This organization promoted choral and instrumental music.

In the 19<sup>th</sup> century music began to be influenced by African music. Minstrel shows began to pop up and took bits and pieces of African traditional music to support the music in the shows. African American influence of music continued into the 1920's with Jazz. Louis Armstrong was an American music composer that changed the way music was heard. He used Jazz, a new form of music, to catch the attention of America. White Americans began to listen to music that

was created by African Americans. They began to become fans of African Americans. They would not allow the African American artists to sit next to them or stay in the hotel they were playing at, but they were attending the shows that had African American performers.

During the difficult time of the Dust Bowl Americans found relief in writing poetry about what was taking place in their lives and often turning those poems into music. As American moved into the WWII era people began to script music that highlighted what sorrow was being experienced but also trying to bring as much normalcy to America by penning songs that would bring the beat up around the nation. When the soldiers returned home the tune of the music changed as well. Americans were more focused on returning to normalcy and enjoying life's little pleasures again.

Music continues to be an outlet that allows people to express their feelings and what is taking place in culture. Music is a primary source that can be analyzed and interpreted to give information about an event from someone who was living through it. Music is a universal language that all cultures respond to.

Watts, Tim. "American music." *American History*. ABC-CLIO, 2013. Web. 14 Aug. 2013.



C. What lyrics stand out to you?

D. Does the tempo of the song effect meaning at all?

E. Is the instrumentation significant? Would the song's meaning change if the instruments did?

**After Listening:**

A. What is the message the artist is trying to convey in this song? Why do you think this?

B. Who is the intended audience for this song? Why do you think this?

C. What is the mood of this song? Why do you think this?

# Follow the Drinking Gourd

## (19<sup>th</sup> Century)

. The *Drinking Gourd* song was supposedly used by an Underground Railroad operative to encode escape instructions and a map. These directions then enabled fleeing slaves to make their way north from Mobile, Alabama to the Ohio River and freedom. Taken at face value, the "drinking gourd" refers to the hollowed out gourd used by slaves (and other rural Americans) as a water dipper. But here it is used as a code name for the Big Dipper star formation, which points to Polaris, the Pole Star, and North.

<i><b>LYRICS</b></i>	<i><b>EXPLANATION</b></i>
<b>CHORUS 1</b>	
Follow the drinkin' gourd, we gonna	"Follow the Drinking Gourd" is from the Woodum original. The "drinking gourd" alludes to the hollowed out gourd used by slaves (and other rural Americans) as a water dipper. Used here it is a code name for the Big Dipper star formation, which points to Polaris, the Pole Star, and North.
Follow the drinkin' gourd.	
Oo-oo-oo-waa,	
Follow the drinkin' gourd	
<b>VERSE 1</b>	
Think I heard the angels say,	From the Woodum original. See another possible source <a href="#">here</a> .
Follow the drinkin' gourd.	
Stars in the heaven gonna show you the way,	From the Woodum original. See another possible source <a href="#">here</a> .
Follow the drinkin' gourd.	
Step by step keep a'travelin' on	
Follow the drinkin' gourd.	
Sleep in the holler 'til the daylight is gone,	
Follow the drinkin' gourd	
<b>CHORUS 2</b>	
Follow the drinkin' gourd, we gonna	
Follow the drinkin' gourd.	
Keep on travelin' that muddy road to freedom,	The original read, "muddy path to freedom."
Follow the drinkin' gourd.	
<b>VERSE 2</b>	
There's a good day comin' and it won't be long,	

Follow the drinkin' gourd.	
All God's children gotta sing this song,	
Follow the drinkin' gourd.	
Follow that river 'til the clouds roll by,	
Follow the drinkin' gourd.	
Keep on movin' better look to the sky,	"Keep on movin'" is from the original.
Follow the drinkin' gourd.	
<b>CHORUS 3</b>	
Follow the drinkin' gourd, we gonna	
Follow the drinkin' gourd.	
There's a little bit of heaven in that muddy road to freedom,	The original read, "muddy path to freedom."
Follow the drinkin' gourd.	
Step by step keep a'travelin' on,	
Follow the drinkin' gourd.	

# Oh My Darling, Clementine

(1884)

Oh My Darling, Clementine is an American western folk ballad usually credited to Percy Montrose (1884), even though it's sometimes referred to Barker Bradford. The song is believed to have been based on another song called Down by the River Liv'd a Maiden by H. S. Thompson (1863).

The words are those of a bereaved lover singing about his darling, the daughter of a miner in the 1849 California Gold Rush. He loses her in a drowning accident, though he consoles himself towards the end of the song with Clementine's "little sister".

## Clementine

In a cavern, in a canyon,  
Excavating for a mine,  
Dwelt a miner, forty-niner,  
And his daughter Clementine.

### *Chorus:*

Oh, my darling, Oh my darling,  
Oh, my darling Clementine!  
You are lost and gone forever  
Dreadful, sorry Clementine!

Light she was, and like a fairy,  
And her shoes were number nine,  
Herring boxes without topses,  
Sandals were for Clementine.

### Chorus

Drove she ducklings to the water  
Every morning just at nine,  
Hit her foot against a splinter,  
Fell into the foaming brine.

### Chorus

Ruby lips above the water  
Blowing bubbles soft and fine;  
As for me, I was no swimmer  
And I lost my Clementine.

### Chorus

How I missed her, how I missed her,  
How I missed my Clementine,  
Then I kissed her little sister,  
And forgot dear Clementine.

### Chorus

<http://www.youtube.com/watch?v=zNHFU5ZjflU>

# Over There by Billy Murray

(1917)

Johnnie get your gun, get your gun, get your gun,  
Take it on the run, on the run, on the run,  
Hear them calling you and me,  
Ev'ry son of liberty.  
Hurry right away, no delay, go today,  
Make your daddy glad to have had such a lad,  
Tell your sweetheart not to pine,  
To be proud her boy's in line.

## Chorus

Over there over there  
Send the word, send the word over there  
That the Yanks are coming, the Yanks are coming,  
The drums rum-tumming ev'rywhere  
So prepare say a pray'r  
Send the word, send the word to beware  
We'll be over, we're coming over,  
And we won't come back till it's over over there!

## Verse

Johnnie get your gun, get your gun, get your gun,  
Johnnie show the Hun you're a son of a gun,  
Hoist the flag and let her fly,  
Yankee Doodle do or die.  
Pack your little kit, show your grit, do your bit,  
Yankees to the ranks from the towns and the tanks,  
Make your mother proud of you  
And the old Red White and Blue.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/songs/song2.php>

# Strange Fruit

(1939)

Southern trees bear a strange fruit,  
Blood on the leaves and blood at the root,  
Black bodies swinging in the southern breeze,  
Strange fruit hanging from the poplar trees.

Pastoral scene of the gallant south,  
The bulging eyes and the twisted mouth,  
Scent of magnolias, sweet and fresh,  
Then the sudden smell of burning flesh.

Here is fruit for the crows to pluck,  
For the rain to gather, for the wind to suck,  
For the sun to rot, for the trees to drop,  
Here is a strange and bitter crop

<http://www.youtube.com/watch?v=h4ZyuULy9zs>

## Dust Bowl Blues (1930's)

I just blowed in, and I got them dust bowl blues,  
I just blowed in, and I got them dust bowl blues,  
I just blowed in, and I'll blow back out again.

I guess you've heard about ev'ry kind of blues,  
I guess you've heard about ev'ry kind of blues,  
But when the dust gets high, you can't even see the sky.

I've seen the dust so black that I couldn't see a thing,  
I've seen the dust so black that I couldn't see a thing,  
And the wind so cold, boy, it nearly cut your water off.

I seen the wind so high that it blowed my fences down,  
I've seen the wind so high that it blowed my fences down,  
Buried my tractor six feet underground.

Well, it turned my farm into a pile of sand,  
Yes, it turned my farm into a pile of sand,  
I had to hit that road with a bottle in my hand.

I spent ten years down in that old dust bowl,  
I spent ten years down in that old dust bowl,  
When you get that dust pneumony, boy, it's time to go.

I had a gal, and she was young and sweet,  
I had a gal, and she was young and sweet,  
But a dust storm buried her sixteen hundred feet.

She was a good gal, long, tall and stout,  
Yes, she was a good gal, long, tall and stout,  
I had to get a steam shovel just to dig my darlin' out.

These dusty blues are the dustiest ones I know,  
These dusty blues are the dustiest ones I know,  
Buried head over heels in the black old dust,  
I had to pack up and go.  
An' I just blowed in, an' I'll soon blow out again.

<http://www.youtube.com/watch?v=jQYKJaWuj0Y>

<http://www.loc.gov/item/ihas.200197519>

# Boogie Woogie Bugle Boy (1941)

By the Andrew Sisters

He was a famous trumpet man from out Chicago way  
He had a boogie style that no one else could play  
He was the top man at his craft  
But then his number came up and he was gone with the draft  
He's in the army now, a-blowin' reveille  
He's the boogie woogie bugle boy of Company B

They made him blow a bugle for his Uncle Sam  
It really brought him down because he couldn't jam  
The captain seemed to understand  
Because the next day the cap' went out and drafted a band  
And now the company jumps when he plays reveille  
He's the boogie woogie bugle boy of Company B

A-toot, a-toot, a-toot-diddelyada-toot  
He blows it eight-to-the-bar, in boogie rhythm  
He can't blow a note unless the bass and guitar is playin' with 'I'm  
He makes the company jump when he plays reveille  
He's the boogie woogie bugle boy of Company B

He was some boogie woogie bugle boy of Company B  
And when he plays the boogie woogie bugle he was busy as a "bzzz" bee  
And when he plays he makes the company jump eight-to-the-bar  
He's the boogie woogie bugle boy of Company B

Toot toot toot-diddelyada, Toot-diddelyada, toot-toot  
He blows it eight-to-the-bar  
He can't blow a note if the bass and guitar isn't with 'I'm  
Ha-ha-hand the company jumps when he plays reveille  
He's the boogie woogie bugle boy of Company B

(Instrumental)

He puts the boys to sleep with boogie every night  
And wakes 'em up the same way in the early bright  
They clap their hands and stamp their feet  
Because they know how he plays when someone gives him a beat  
He really breaks it up when he plays reveille  
He's boogie woogie bugle boy of Company B

Dat-da da-do-do da-dup  
Dat-da da-do-do da-dup  
Dat-da da-do-do da-dup  
Dat-da da-do-do da-dup  
Ha-ha-hand the company jumps when he plays reveille  
He's the boogie woogie bugle boy of Company B

<http://www.youtube.com/watch?v=qafnJ6mRbgk>

## Writing Prompt for EACH Song

In a paragraph you need to explain the following for EACH song:

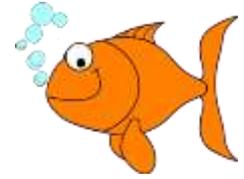
- How does this song explain the positive things that were going on in America during this time? Where in the song can you gather this information?
- How does this song express what turbulence America and its culture was experiencing that this time? Where in the song can you gather this information?

## Fish Bowl Discussion Activity

1. Students will be participating in a modified fish bowl activity.
2. Set up your room so there are two circles. One large circle around a smaller circle.
3. The inner circle will be the students who present their position on “which song best represents what was taking place in America during the time it was written”?
4. The students sitting in the outside circle will be taking notes using the note-taker and listening to their classmates’ positions.
  - They may also provide the inside circle with “fish food”.
  - This is information to help one of the inside circle students defend their position.
5. Remind students that only those seated in the inner circle may speak.
6. After a student has spoken their maximum amount of times (this is up to the teacher) the student will need to be tapped out by the teacher.
7. Once a student is “tapped out” they will begin to fill out their note-taker and can supply the inner circle with fish food.
8. This process continues through the discussion.

# Fishbowl Discussion Note Taker:

**Your Claim:**



**Evidence:**

1:

2:

3:

**Rebuttal to someone who disagrees with you: (Although..., (insert name) brings up an interesting point, but**

**Evidence:**

**Question for others you have after the discussion:**

**Did your opinion change: (Circle One) Yes or No**

**Reason: (whether Yes or No)**

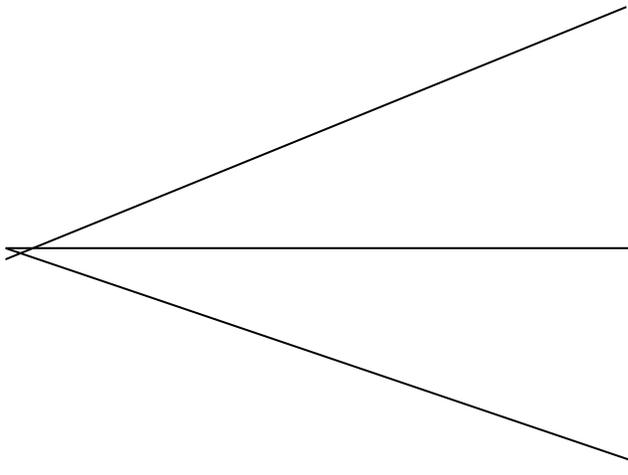
**New Ideas or concepts you hadn't thought of:**

**Students will use the “Chicken Foot” Essay Template to help create their essays.**

Use this “chicken foot” to write your answer (thesis) to the discussion question and three main reasons for your answer. (Introductory Paragraph)

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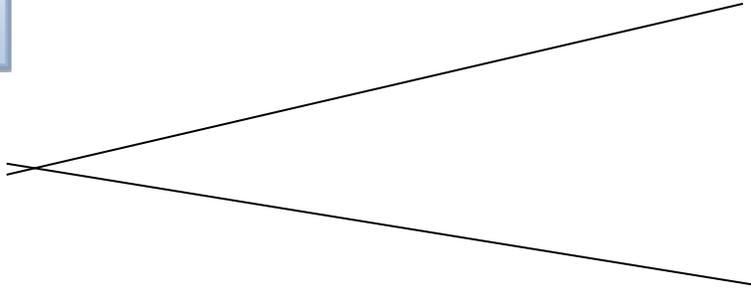
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Now, take the top right hand line from above and transfer it to the line below. Give two reasons from the documents/evidence to support your statement. (Paragraph 2)

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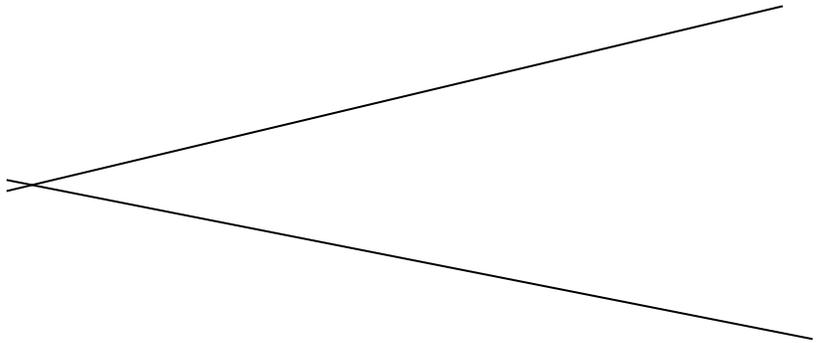
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Do the same for the second right line from the first chicken foot. (Paragraph 3)

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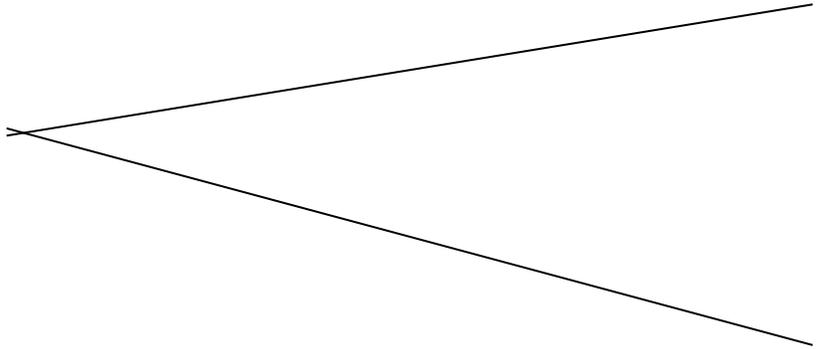
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Do the same for the third right line from the first chicken foot. (Paragraph 4)

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\*\* Taken from WCSD website