

Lesson Plan
Jazz Leader Collage

Teacher Name: Rachel Wilbanks Grade level(s): 8 Course: US History

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Individual assignment incorporating primary and secondary sources.

Rationale (why are you doing this?)

- Have students recognize cause and effect by reflecting on how a person's history/culture impacts his/her development and the decisions they make.

Required time frame: 2-3 (45 minute) class periods

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- The Kansas City Jazz Museum as well as the text, Kansas City Jazz.

Lesson objectives - the student will:

- Recognize important events in a person's life.
- Identify how these events impact the individual.
- Use historical information to justify their opinion.

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing): from Kansas State Department of Education www.ksde.org

Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States

Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

- Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

Geography: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

- Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

- Benchmark 4: The student engages in historical thinking skills.

Secondary materials (book, article, video documentary, etc.) needed - cite title and other detailed information:

- Driggs, Frank, and Chuck Haddix. Kansas City Jazz From Ragtime to Bebop--A History. New York: Oxford UP, USA, 2006.
- Hakim, Joy. War, Peace, and All That Jazz. New York City: Oxford, 1995.
- Hanson, Erica. The 1920s- A Cultural History of the United States. San Diego: Lucent Books, 1999.

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed - cite detailed information:

- The Jazz Age-The 20s. Alexandria: Time-Life Books, 1998.
- "Missouri Valley Special Collections : About." Missouri Valley Special Collections : Home. 23 July 2009
<<http://www.kchistory.org/cdm4/explore.php?page=all>>.

Fully describe the activity or assignment in detail. What will both you and the students do?

- The role of the student is addressed in the project directions below.

- Initially the instructor should implement direct instruction while explaining the directions, objectives, and intended outcomes of this assignment. Once students are aware of the expectations and purpose of the lesson, the teacher should focus on exposing students to a variety of jazz musicians and the Jazz Age using multiple mediums in an attempt to peak all students' interest. Once students have demonstrated their knowledge of the Jazz Age they should each select a leader in the Jazz Age to study more in-depth through this activity. At this point, the teacher should switch to a coaching role, motivating students to begin the assignment, serve as a sounding board for students as they determine who to study, and monitoring each student's individual progress on the assignment to ensure they are achieving the intended outcomes.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- The rubric for this assessment is included in the project directions below.

Jazz Age

Name: _____

Leaders in the Music Industry Directions/Rubric

Hour: _____ Date: _____

The Jazz Age was time period that developed many great musicians and musical leaders that paved the way for the musical culture that is enjoyed today. The experiences that these musicians were exposed to shaped the music they created which in turn impacted society. It is your job to take an in-depth look at a musician from the jazz age.

Directions:

It is your job to sketch a head shot of a musician of your choice from the Jazz Age in the center of the white sheet of construction paper provided to you. In the top left corner of the paper you need to write the name of your musician sees, the top right corner the name of your musician hears, the bottom left corner the name of your musician feels, and finally in the bottom right corner the names of your musician says.

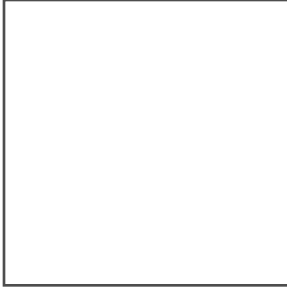
For example, if I chose Mary Lou Williams as my musician of study these are the steps I would follow:

1. Draw a headshot of Williams in the center of the page.
2. Top left corner of the paper write, "Mary Lou Williams sees..."
3. Top right corner of the paper write, "Mary Lou Williams hears..."
4. Bottom left corner of the paper write "Mary Lou Williams feels..."
5. Bottom right corner of the paper write "Mary Lou Williams says..."

Next you need to identify four items that would accurately answer each of the phrases above, find a visual to represent that answer, and next to the visual explain the significance of that item to the musician using at least one historical fact to justify your response, citing your source using MLA format where appropriate.

For example, underneath the section "Mary Lou Williams sees..." I might include a picture of a piano and explain that Mary Lou Williams was known as talented pianist whose talent impressed the likes of Brunswick Record executive Jack Kapp (Driggs and Haddix, 87).

Mary Lou Williams sees...



Rubric:

Sketch of the historical figure

___/3 The biographical sketch is neat and resembles the historical figure. It is evident that the creator spent a good deal of time creating quality work.

The musician sees..

___/4 The student provides four visuals symbolizing something meaningful the musician would see (1 point per visual).

___/4 The student justifies the relevance of each visual using at least one historical fact (1 point per fact).

The musician hears..

___/4 The student provides four visuals symbolizing something meaningful the musician would hear (1 point per visual).

___/4 The student justifies the relevance of each visual using at least one historical fact (1 point per fact).

The musician feels..

*For this section you should describe how your historical figure would've responded to the following events and provide one fact that led you to this conclusion. Your visual should represent the historical event.

Historical event included in this section: prohibition, WWII, the Great Depression, and segregation.

___/4 The student provides four visuals-representing each historical event-one picture per event (1 point per visual).

___/4 The student justifies their response using at least one historical fact (1 point per fact).

The musician says..

*For this section you should find four quotes that your historical figure said. Underneath each quote explain the significance of the statement.

___/4 The student provides four quotes spoken by their historical figure (1 point per quote.)

___/4 The student explains the significance of each quotes listed (1 point per explanation).

____/35 Total

Piano: Mary Lou Williams was known as talented pianist whose talent impressed the likes of Brunswick Record executive Jack Kapp (Driggs and Haddix, 87).
Picture courtesy of Microsoft Clip Art