

The Geography of Music - #2

Context

Classroom lesson, 2-3 class periods

Audience

High School

Genre and Content Overview/Rationale:

(Geography, U.S. History, Language Arts, Listening & Speaking) In this lesson, students will explore the diaspora of musical genres, particularly Blues and Jazz, throughout the United States.

Pedagogy/Instructional Approaches and Plan:

- a. The teacher will lead the class in a discussion of musical genres (jazz or blues).
 - i. Define the genre—what is it?
 - ii. What makes the genre unique?
 - iii. Why and how did it start?
- b. Explore the geography of the genre.
 - i. Where did this genre of music get its beginnings?
 - ii. What is unique about that region/area?
 - iii. Why did the genre start here? How did the genre physically spread from this point? What were the push/pull factors that influenced movement and settlement? (i.e. river boats, Great Migration from rural south to industrial north, etc.)
- c. The teacher may want to divide the students into small groups of 4.
- d. The teacher will encourage the groups to explore and experiment with their chosen genres of music. Encourage student groups to think about/feel/write their own song lyrics and music.
- e. The teacher will have groups explore the lives of real jazz or blues musicians (ex. B.B. King, Robert Johnson, John Lee Hooker, Bessie Smith, Son House, Muddy Waters, Etta James, Billie Holiday, Duke Ellington, Louis Armstrong, Ray Charles)
- f. Have student groups create a map of one to two musicians' life experiences/movements using Google Map Maker. Discuss how this movement reflects the movement of the overall genre of music.

Tools & Resources:

- a. <https://www.pbs.org/theblues> --This is the companion website to the 7 part PBS documentary on *The Blues*.
- b. <http://www.pbs.org/jazz> --This is the companion website to the Ken Burns documentary film, *Jazz*, that aired on PBS.

- c. Maps (electronic and/or desk) of the United States
- d. Google Map Maker
- e. Samples of New Orleans Jazz, St. Louis Jazz, Chicago Jazz
- f. Samples of Delta Blues, Memphis Blues, Chicago Blues
- g. Access to the Mississippi Blues Trail website -- <http://msbluestrail.org/>
- h. Cornell Note taking graphic organizer **(provided)**
- i. Cornell Notes Strategy & Description **(provided)**

Possible Extensions:

- a. Have student groups create a video/audio montage of different artists from their selected genres.
- b. Have student groups create an online brochure/webpage/blog that interprets the movement of the selected musical genre over time.
- c. Conduct a similar analysis of the diaspora of songs of the Civil Rights Movement. Do these songs have the same movement pattern? Why or why not?



cornell notes lined
paper.pdf



cornell notes
strategy & description

NOTE TAKING

Cornell Notes

To help me organize notes.

Divide the paper into three sections.

- Draw a dark horizontal line about 5 or 6 lines from the bottom. Use a heavy magic marker so that it is clear.
- Draw a dark vertical line about 2 inches from the left side of the paper from the top to the horizontal line.

Document

- Write course name, date and topic at the top of each page

Write Notes

- The large box to the right is for writing notes.
- Skip a line between ideas and topics
- Don't use complete sentences. Use abbreviations, whenever possible. Develop a shorthand of your own, such as using & for the word "and".

Revision and clarify

- Review the notes as soon as possible after class.
- Pull out main ideas, key points, dates, and people, and write them in the left column.

Summarize

- Write a summary of the main ideas in the bottom section.

Study your notes

- Reread your notes in the right column.
- Spend most of your time studying the ideas in the left column and the summary at the bottom. These are the most important ideas and will probably include most of the information that will be tested.

This strategy is based on a strategy presented in Pauk, W. (1997). How to study in college (6th ed). Boston: Houghton Mifflin.

Learning Toolbox. Steppingstone Technology Grant, James Madison University, MSC 1903, Harrisonburg, VA 22807.

