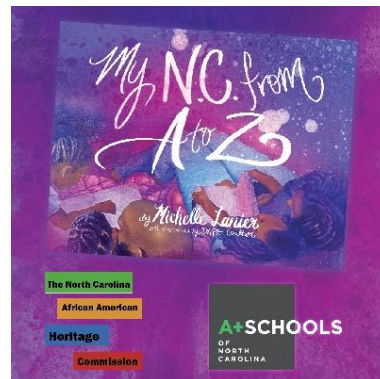


“My NC from A to Z”: Lessons to Accompany the Book

Lesson plans developed by A+ Schools of NC
<https://www.ncarts.org/aplus-schools>



Lesson Title: S is for Songs

Author/Collaborators: Shana Tucker and September Krueger, A+ Fellows

Grade Level(s): 3rd-5th grades

Time Required: Four to five 45-minute lessons

Subjects/Content being integrated: English Language Arts, Social Studies, Music, Digital Literacy

State Standards in both arts and non-arts content that are being addressed:

Social Studies

- 3.H.2.1 Explain change over time through historical narratives (events, people, places).
- 3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.
- 4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.

English Language Arts

- W.3.5 Conduct short research projects that build knowledge about a topic.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

Music

- 3.CR.1.1 Exemplify how music is used by various groups for artistic expression within the local community.
- 4.ML.3.1 Use improvisation to create stylistically appropriate answers to given rhythmic and melodic phrases.
- 4.ML.3.2 Create compositions and arrangements using a variety of traditional and non-traditional sound sources.
- 4.MR.1.1 Illustrate perceptual skills by moving to, answering questions about, and describing aural examples of music of various styles and cultures.
- 5.ML.3.2 Create compositions and arrangements within specified guidelines.

Digital Literacy

- KNOWLEDGE CONSTRUCTOR: Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- DIGITAL CITIZEN: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

LESSON PLAN DETAILS

Purpose/Objective

(What do you want students to know and be able to do?)

- Students will be able to identify different genres of music by NC African American artists.
- Students will note the diverse musical regions of North Carolina.

- Students will create a “train route map” to understand that many people headed north during The Great Migration, with Raleigh as a key point of train departure.
- Students will retell biographies of select musicians and artists using The Great Migration as a backdrop for cross-cultural influences.

Student Assessments

(How and when will you know if students have mastered the content?)

- **Pre-assessment:** Students will begin to recognize differences in different genres of music. They begin to train their ears to listen for different elements of music.
- **During:** Students complete worksheet with biographical, geographical and musical information (see handouts).
- **Post:** Students will perform their song as a class accompanied by “train shuffle” rhythm.

Focus Questions

- What kinds of music can you find in the state of North Carolina? What contributions did the artists make in their musical careers?
- What were African Americans seeking when they traveled out of the South, to the North or Northwest, and why have many NC artists traveled out of the South during their lives?

Multiple Intelligences

(Which MIs will be supported and how?)

- **Verbal-Linguistic:** writing lines of poetry in collaborative groups
- **Bodily Kinesthetic:** using their bodies to create rhythms, and use movement for group transitions
- **Musical Rhythmic:** writing lyrics and learning to listen and recognize musical genres
- **Interpersonal:** working collaboratively to write a song
- **Intrapersonal:** gaining a deeper personal understanding of African American music of their state

21st Century Skills

(Which 21st century skills will be supported and how?)

- **Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts:** Students will write music and exchange biographies in a spirit of collaboration in order to move forward in a game.
- **Use technology as a tool to research, organize, evaluate and communicate information:** Students will use internet resources for biographical and geographic research, music listening references.
- **Creativity and Collaboration:** Students will work together to develop song lyrics.

Vocabulary

- **Non-arts vocabulary:**
 ELA: biography, career, conductor, route
 Social Studies: abolition, migration, segregation, emancipation, rural, urban, industrialization, economy, democracy, voting rights, civil rights
- **Arts vocabulary:** steady beat tempo, rhythm, solo, ensemble, vocals, instrumental, song, lyrics, melody
- **Shared vocabulary:** musician, collaborator, genre, migration

Materials Needed

(supplies, handouts, resources, etc.)

- [Artist Cards](#), 1 set, printed in color, if possible, and cut apart
- Artist Maps handout and key (at end of lesson)
- [What is Your Musical Genre? worksheet](#), 1 unique sheet per each of 8 groups
- [What is Your Musical Genre? Teacher's Key](#), 1 copy
- Artist Biography worksheet (at end of lesson), 1 per student or student pairs
- The Great Migration handout (at end of lesson), 1 to post or project
- [S is for Songs Spotify Playlist](#) - Playlist of songs that exemplify the different musical genres discussed in the lesson, performed by musicians listed on the "S is for Songs" page in the book *My NC From A to Z* (note that you may need to create a Spotify account prior to use)
- "[The Great Migration](#)" by Jacob Lawrence, video of book reading
- *My NC From A to Z* by Michelle Lanier, illustrated by Dare Coulter
- Example videos for steady beat, train shuffle and "Freight Train" chorus
 - Example: "[Train Shuffle](#)"
 - Example: "[Freight Train](#)" chorus
 - Example: "[Steady Beat](#)"

Teacher Background Information

(What might a teacher need to know prior to teaching this lesson? What might students already need to know prior to participating in this lesson?)

- Review this short summary of [The Great Migration](#).
- Review the timeline of events for [The Great Migration Timeline](#).
- Have some familiarity with "S is for Songs" playlist listed under materials.
- Watch the example videos created by Shana Tucker for use in this lesson.
- Be ready to help students correctly pronounce the word "genre" (zhaan·ruh).
- Review the [NC Railroad map](#) to pre-consider potential train routes from the regions of the state to Raleigh. Note that current passenger routes are different from routes in the early and mid-1900s.
- Print, in color, the artist cards and cut out. Make copies of needed handouts.

THE LEARNERS' EXPERIENCE

Anticipatory Set/Engagement Before Instruction

(What happens to get the students engaged/hooked?)

In this session, which could take place just prior to session one, the teacher introduces the study they are about to embark on.

- Teacher will ask, "What does a train sound like when it's in motion? How can we make that sound? Can we make a train shuffle sound without using our voices? Can we use our bodies?"
- Teacher will introduce the *chugga-chugga* sound of the train by rubbing hands together with a steady beat. Example: "[Train Shuffle](#)"
- Teacher will play excerpt of [Libba Cotton's Freight Train](#) song while modeling train shuffle sound with hands, and introduce the lyrics:
Freight train, freight train run so fast
Freight train, freight train run so fast
Please don't tell what train I'm on
So they won't know which route I've gone
- Share *My NC From A to Z*, reading the whole book if you like, but focusing on the "S is for Songs" page.

- Tell the students that over the course of several lessons, they are going to be learning about musical genres, about North Carolina’s African American musicians, and about The Great Migration, during which many southern African Americans traveled away from the South. Help them make the connection that the train was the mode of transportation for many who traveled away from the South.

Student Engagement Activities/Learning Experiences

(What are the detailed instructions for carrying out the lesson?)

Session One

In this session, students will begin to explore musical genres and NC musician. They will also begin to learn of The Great Migration.

- Tell the students that during today’s session, they are going to identify different genres of music. Introduce students to the musical terms that are located on the back of the Musical Genre worksheet. The teacher will overview the worksheet questions, check in/confirm that the students know where to find the definitions, and then let them do the work in answering the questions. See “Extensions” at the end of the lesson for further options on introducing vocabulary.
- Distribute (via grab bag) the artist cards (according to the class size there may be one per students or one per two students). The color of each card will help students to find their group (which is according to a musical genre).
- Students divide into the eight genre groups. (Note that at least one student in each group must have a device to read a QR code and play music.)
- Each group will analyze a music sample using a set of questions. Each group will need the copy of the “What is Your Musical Genre?” worksheet that corresponds to their genre number. Note that each unique sheet has a QR code for that genre.
- A QR code will offer a song that the students will use to identify the genre. Note: Each Musical Genre worksheet will have a different QR Code, so make sure to print out one of each. There are eight unique numbered worksheets plus a teacher’s key at this link: [Musical Genre Worksheets and Teacher Key](#).
- Remind students that their genre work will be used in the following sessions’ activities.

In preparation for Session Two:

- Distribute a blank Artist Biography worksheet (at end of lesson) to each student.
- Let students know that in the next session, they will be researching an artist (either alone or in pairs depending on your class size).
- Ask students to write the name, birth (and death, if applicable) dates and genre info of the artist on their card onto their worksheet, then have students clip or staple their card to their worksheet (as they will need the links/QR codes for their research).

Questions to consider with your class as you wrap this first session:

- Have you ever sung when you were traveling?
- Why do we sing when we travel?
- Do you think that travel could affect songwriting?

Session Two

In this session, students will learn more about The Great Migration, research their artist and complete the Artist Biography worksheet.

- Introduce students to the concept of The Great Migration. Explain that many of the musicians they have on their cards have traveled from NC to the North or Northwest. (You might need to identify where “north” and “north west” are for your students.)

Share The Great Migration Map (at end of lesson), if desired.

- As a class, view the book, [The Great Migration](#) by Jacob Lawrence. Pause the video as needed to discuss new vocabulary.
- Unpack the book by asking students to respond to the following questions:
 - Why did so many African Americans leave the South and move north?
 - How did families learn about the opportunities in the North?
 - Why were the southern landowners upset and what did they do to try to stop The Great Migration?
 - Do you think it was a better life in the North?
 - Why was it courageous for families to move north?
- Now ask students to get out their Artist Biography worksheet and direct students to selected resources listed on their Artist Card for each artist. For non-musician artists: students will still research the person and explore the genre of music they are most associated with.
- Instruct students to listen to a sample of their artist (via QR code), also found on the Artist Card.
- As you wrap up the session, ask students the following questions about their research:
 - Does the song have words/lyrics or is it instrumental (no lyrics)?
 - Does your artist create music about their current home or about NC? How do you know?
 - Does your artist actually create music or do they interact with music differently?
- Tell students that in the next session, they will be making regional groups based on their artists and begin to create song lyrics!

Session Three

In this session, students will discover where in NC their artists were born and will begin to create song lyrics about their artists.

- Project the [Artist Birthplace Map of NC](#) and let students discover which part of the state their artist is from.
- Have students form groups based on the region of the state their artist was born: Triangle (6); Triad (6); Southern Piedmont (3); Mountains (4); Coastal Plains (5).
- Tell students to imagine the artist groups “traveling” together to “meet” the train that will head north. Each group will be creating a verse for the artists in their regional group and the class will be combining those lyrics with the “Freight Train” chorus.
- Re-Introduce the “[train shuffle](#)” (rubbing hands together in a rhythm that sounds like ‘chugga chugga’ of a locomotive) to accompany spoken word. Students can also use clapping or patting to keep [steady beat](#). Encourage them to use the train shuffle or steady beat as they create their lyrics.
- Each regional group will create at least two rhyming lines of lyrics about each artist within their group, using the train shuffle rhythm as a steady beat to accompany their rhymes. (Note that during the final performance, students will be singing these lyrics together with their group, so each student might want to copy the lyrics for themselves.)
- Students can assess their classmates by confirming that their group’s verse includes at least two rhyming lines per artist.
- To wrap this session, tell students that in the next session, we will be sharing our “traveling songs” as a whole class.

Session Four

- Students will reassemble in their regional groups.
- Student groups will finish writing and practice the group rhymes that they started in the previous session. The rhymes from each group will become the verses of the class song, alternating with the “Freight Train” chorus. Groups should confirm that there are at least two rhyming lines with facts or information for each artist in their region.
- Each group should practice their full verse (including the lines for each artist in their region) several times together so gain a sense of fluency. (This is when it will be helpful if each group member has a copy of the verse lyrics.)
- Encourage groups to revise as needed as they practice in order to create a smooth and steady flow of their lyrics as they say/sing them.

Closing

(How will the lesson wrap up and bring closure for the students?)

The classroom will have a full performance of the verses and chorus.

- Post or project the NC map. Reference this map so groups can visualize the train routes traveling from their region to Raleigh.
- Now post or project the [NC Railroad Map](#). Use your finger to trace the possible train routes from the six regions to Raleigh. Invite each group to trace the route from their region to Raleigh.
- Have student groups sit in a circle in the following order: Coastal Plains, Southern Piedmont, Mountains, Triad, Triangle (this order simulates each region heading for Raleigh to catch the train north).
- Each group in turn, starting with Coastal Plains group, will sing their lyrics while the rest of the class keeps the “train shuffle” or a steady beat on their laps and sings the “Freight Train” chorus.
- The whole class will sing the “Freight Train” chorus to start and end the performance and will also sing this chorus between each region’s lyrics.
- Teacher recalls “[Freight Train](#)” by Libba Cotten and reteaches/rehearses the lyrics with the class (you may want to project the lyrics):
*Freight train, freight train run so fast
Freight train, freight train run so fast
Please don't tell what train I'm on
So they won't know which route I've gone*
- Start with the whole circle keeping a steady beat on their laps or use the “train shuffle” with their hands (you could use a combination of these two if desired). Then have the whole class sing the “Freight Train” chorus together (while continuing the steady beat or train shuffle). Coastal Plains group sings their lyrics. Whole class sings chorus together, then Southern Piedmont groups sings their lyrics and back to the chorus. Continue in this manner until the Triangle group has sung their lyrics and finish with a final chorus of “Freight Train.”
- If you have a train whistle to play a couple times during the performance, that could enhance the idea of the train moving across the state.
- For a fun final activity, consider playing a few moments of each artist and see if students can identify the artist, genre and/or region.

ADDITIONAL CONSIDERATIONS

Classroom/Behavior Management Tips and Tools

(What techniques might be useful in managing this lesson?)

- The teacher can play any music from the genres (as background music) and alternate “Freight Train” song with different ones while students work on their rhymes.
- Teacher could use the music to shuffle (cards and/or students).
- The teacher will know that the students are done with creating their artist rhyme when the entire group is quiet and still (not writing, speaking, making train noises) OR they can announce that “they have arrived at the station.”

Distance Learning Adaptations or Suggestions

(How can this lesson be taught virtually - synchronously or asynchronously?)

- Instruction overviews for each day can be presented via FlipGrid video.
- Students submit individual videos completing assignments using FlipGrid app.
- Students can collaborate via breakout rooms in Zoom, hangouts in Google.

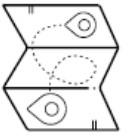
Extensions, Follow-up or Additional Resources

Visual Art: Students could design posters for artist concerts. The posters would advertise the artists who are performing (featuring portraits, instruments, lyrics, regional symbols, etc.).

Additional 21st Century Skills to broaden conversation/for deeper thinking/additional lesson:

- **Understand the local and global implications of civic decisions:** The Great Migration introduces the responsibility of voting and civic groups who enable change (people who helped to open access to the North).
- **Understand the role of the economy in society:** Older students researching the musicians will make connections with music industry, music right, and artist grants that make the income for the artists.

The [My NC from A to Z Resource Guide](#) overs several activity sheets as well as the link to an audio recording of the author, Michelle Lanier, reading the book.



ARTIST MAP

'S' is for Songs

TRIAD

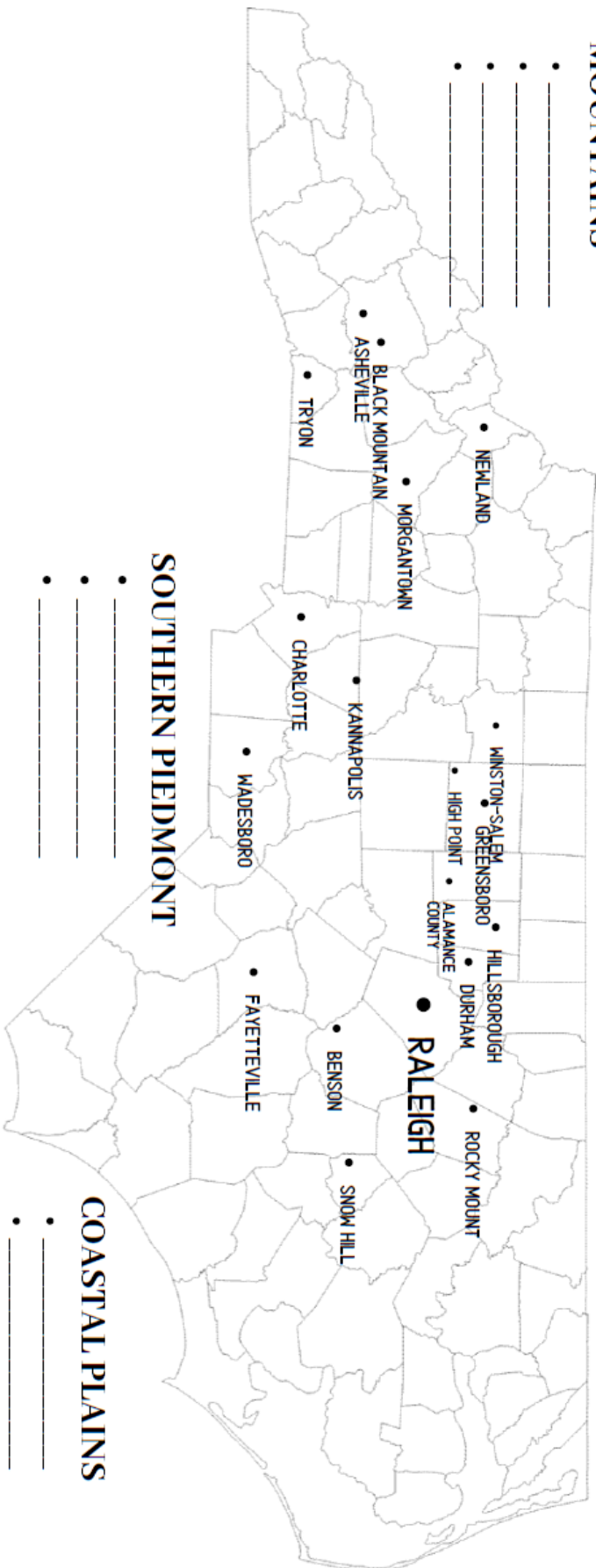
- _____
- _____
- _____
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TRIANGLE

- _____
- _____
- _____
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MOUNTAINS

- _____
- _____
- _____
- _____

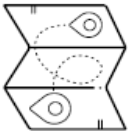


SOUTHERN PIEDMONT

- _____
- _____
- _____

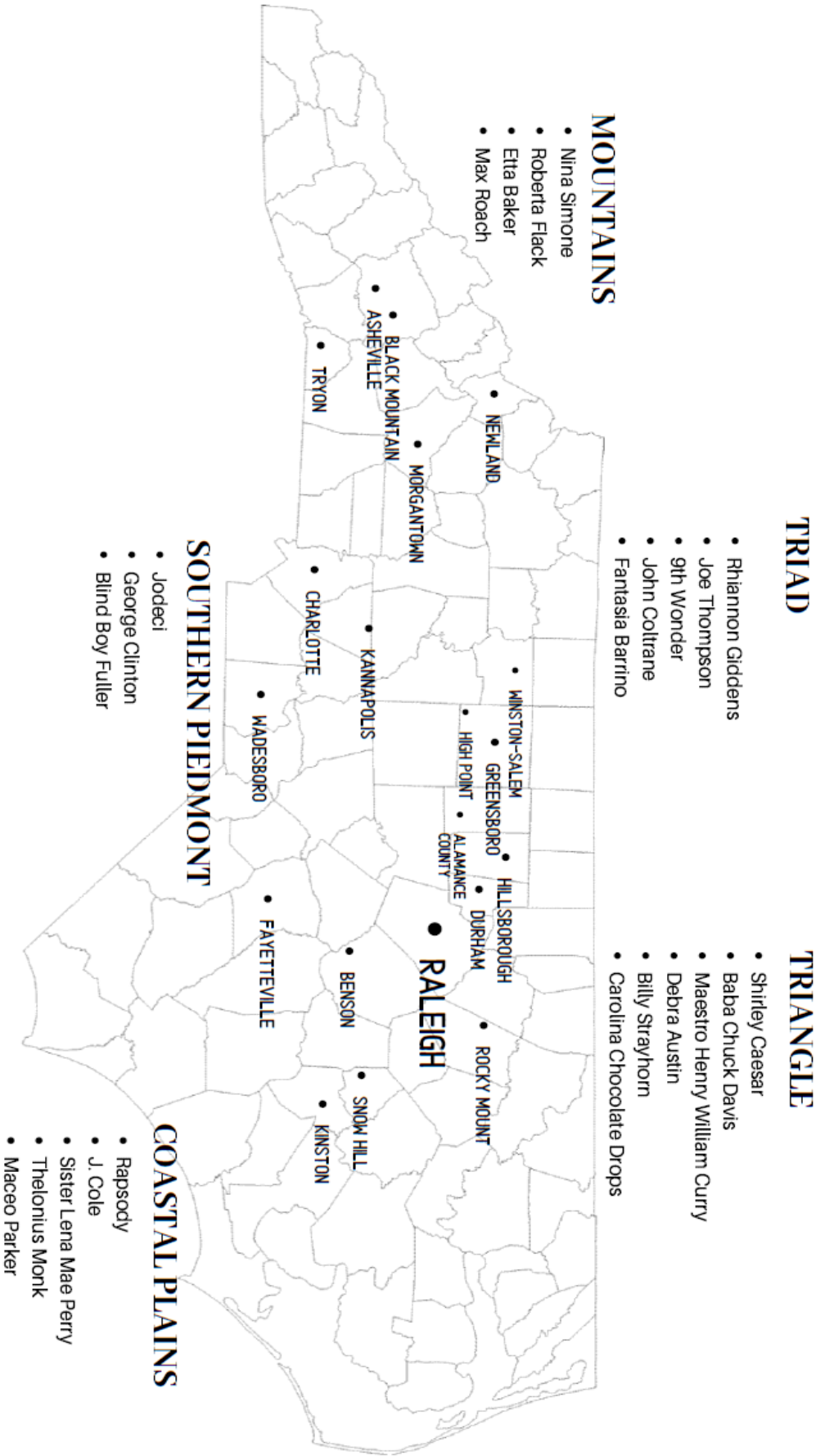
COASTAL PLAINS

- _____
- _____
- _____
- _____
- _____



ARTIST MAP - KEY

'S' is for Songs



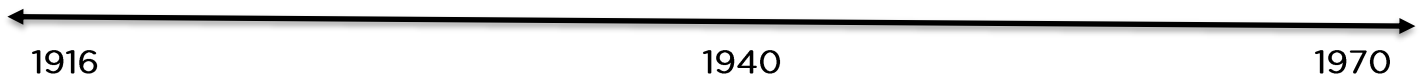
Artist Biography

Name: _____

Date of Birth: _____ Date of Death: _____

Location of Birth: _____

Place your artist's birth and death (if applicable) dates on this timeline.



1. Did your artist leave NC? Where did he/she go? What were some reasons for traveling?

2. If your artist was alive during The Great Migration (1916-1970), did you learn about an event on the timeline that might have affected your artist?

3. What type of music did/does your artist create or use in their work (genre, solo or ensemble, vocals, instruments or both, other)?

4. What is your artist's "claim to fame"?

Music Vocabulary

- **Ensemble:** A group of people who work or perform together.
- **Lyrics:** The composition in verse which is sung to a melody to constitute a song.
- **Instrumental:** Music that has no words or people singing. The music is made only by musical instruments, or by making sounds using other things.
- **Melody:** A group of notes of various pitches (how high or low a note sounds) which are played one after another. Together they make a tune in the same way that a group of words make a sentence. Some people like to sing melodies. Melodies have rhythm (the length of the notes).
- **Rhythm:** Refers to the length of time between each major "beat," or accent, such as in a piece of music. It is the sequence of sounds and silences which make up the rhythm.
- **Solo:** A piece of music or a section of a piece of music that is played or sung by a single performer. This performer is called a soloist. A soloist can be a singer or an instrumentalist.
- **Song:** A piece of music which contains words or lyrics.
- **Steady Beat:** A consistent rhythmic unit or pulse in music.
- **Tempo:** The speed of a song or piece of music.
- **Vocals:** Music that is performed using the human voice to sing. It can have lyrics or be instrumental (without words).

Genre Descriptions

- **Blues:** The blues developed from the folk music of Black people in the American South. That music included songs that Blacks sang while working in the fields during the time of slavery. Later, in the early 1900s, the Black bandleader W.C. Handy wrote blues songs that helped make the style popular.
- **Classical:** Many countries call their own traditional or ancient music classical music. However, in Western parts of the world, people use the term classical music to refer to art music. Art music, or classical music, is different from popular and folk music. Classical music is more complex and more formal.
- **Dance:** Dance involves the rhythmic movement of the human body, usually to music. It is one of the oldest forms of human expression.
- **Folk:** Folk music is the traditional music and songs of common people. Folk music includes singing and instrument playing. There are many forms of folk songs. A ballad tells a story. A lullaby is a child's bedtime song. A spiritual is a religious song.
- **Gospel:** Gospel music is a form of religious music. At some Christian church services, people sing gospel music as a part of the preacher's sermon. The word gospel means "good news," and gospel songs often praise God or Jesus.
- **Jazz:** Jazz is a music genre that originated in the African American communities of New Orleans, Louisiana, in the late 19th and early 20th centuries, and developed from roots in blues and ragtime. Jazz is seen by many as "America's classical music." Characterized by swing and blue notes and improvisation, jazz has roots in West African cultural and musical expression, and in African American music traditions including blues and ragtime.
- **Pop or Popular:** Popular music is any type of music that a large number of people enjoy. Popular music, also called pop, is usually top-selling music created by professional musicians.
- **R & B:** Rhythm and blues (also known as R&B or RnB) is a popular music genre combining jazz, gospel and blues influences, first performed by African American artists. It is now performed worldwide by people of many cultures and ethnic groups.