

Freedom's Songs: Collective Voices in the Struggle for Freedom
Jazz from A to Z Workshop
for
History, Language Arts and Performing Arts Educators
October 2012

Goals of *Jazz from A to Z*

- Enrich the **historical and cultural knowledge** of students and teachers through an integrated study of both jazz music and American/World history.
- Develop and maintain **historical thinking** in history classes and activities.
- Empower students and teachers with skills and knowledge of jazz in its historical context so as to have a **meaningful experience** with works of music
- Enhance student musical **performances**

Objectives of *Jazz from A to Z*

- History students will create jazz/civil rights projects for National History Day to be displayed during JAM@MAC. The historical topics of the projects will relate to the NHD theme of “Turning Points in History: People, Ideas, Events.” Students will be evaluated using the National History Day rubric.
- Student jazz bands will perform at the Essentially Ellington Regional Festival on April 4, 2013 at Mesa Arts Center and be evaluated using Jazz at Lincoln Center’s Essentially Ellington competition rubric.
- Teachers will create a lesson plan that integrates music and NEA *Jazz in the Schools* in their curriculum.

Objectives of the Workshops

- Students and teachers will analyze and interpret music (gospel, jazz, freedom songs and popular songs) as a primary source while examining the Civil Rights Movement in the 1950s and early 1960s..
- Students and teachers will determine the role of music as a cultural mirror in the 1950s and early 1960s..
- Students and teachers will assess the function of music as an agent of social change during the Civil Rights Movement.
- Students and teachers will consider the role music plays in promoting historical thinking.
- Teachers will discuss the use of the NEA’s *Jazz in the Schools* curriculum as a resource in teaching the Civil Rights Movement.

Essential Question: What role does music play in a struggle for social justice?

- **Historical Context- The Philosophy and Practice of Nonviolent Resistance**
 - Gandhi’s Thought and Thought in Action
 - Gandhi as a student in London,
 - Gandhi as a lawyer in South Africa
 - Main Concepts of Nonviolent Resistance
 - Ahimsa
 - Swaraj
 - Satyagraha
 - India- The Salt Campaign
 - Gandhi’s Influence on the US Civil Rights Movement
 - Benjamin Mays, James Lawson, Fellowship of Reconciliation
 - Martin Luther King, Jr.

- Rising Tide of Protest:
 - Montgomery (Rosa Parks, Joann Robinson, Bayard Rustin, James Lawson, Glenn Smiley) Formation of the Southern Christian Leadership Conference (SCLC)
 - Dr. King's Writings/Sermons/Speeches
 - Student Nonviolent Coordinating Committee (James Lawson, Bob Moses, Ella Baker, Diane Nash) Sit-ins (1960), Voter Registration Campaigns
 - Congress of Racial Equality (James Farmer) Freedom Rides (1961)
 - SCLC- Unsuccessful attempt to desegregate Albany, Georgia (1962)

Presenter: Dr. Mark Montesano, Barrett Honors College Faculty, Arizona State University

- **Musical Content- Gospel, Jazz, Freedom Songs and Music of the Civil Rights Movement**
(Music that stirs you up, individually and collectively)
 - Freedom- No Fear (Nina Simone interview)
 - Gospel! (*Damien Sneed*)
 - Congregational Singing
 - "Wade in the Water", "We Shall Overcome", "I Shall Not Be Moved", "Ain't Gonna Let Nobody Turn Me Around", "O Freedom"
 - What is Gospel music?
 - Portrait of Mahalia Jackson
 - Duke Ellington
 - "Come Sunday" from "Black, Brown and Beige," sung by Mahalia Jackson (force in the movement!) (1958)
 - *Jazz on a Summer's Day* (documentary of the 1958 Newport Jazz Festival)
 - "The Gospel Impulse"- Craig Werner in *A Change is Gonna Come*
 - Hope, salvation and the promise of redemption
 - The spiritual community
 - Three-step process- acknowledge the burden, bear witness, find redemption
 - Jazz! (*Eli Yamin*)
 - "mystery tune"- Oscar Peterson
 - What is Jazz?
 - Influence of spirituals/gospel on Jazz
 - "Senor Blues" – Horace Silver
 - "Wade in the Water" – Ramsey Lewis
 - "Moanin'" – Art Blakey and the Jazz Messengers
 - Influence of the Blues (shuffle, moanin')
 - Freedom
 - Nina Simone: Freedom Interview
<http://www.youtube.com/watch?v=40AKOHJfPWI>
 - Gospel, blues, popular songs, virtuoso playing, interaction, improvisation
 - "I Wish I Knew (How it Would Feel to be Free)" by Billy Taylor (1954)
 - Recorded by Billy Taylor on *Right Here, Right Now* album in 1963
 - Recorded by **Nina Simone** on *Silk and Soul* Album in 1967, by Solomon Burke in 1968, by Derek Trucks Band- *Songlines* album (2006), by The Eli Yamin Blues Band- *I Feel So Glad* album (2011)
 - Sit-in Songs
 - Moanin'- *Damien Sneed* and *Eli Yamin* on two pianos
 - "Oh Freedom"- Everyone sings!

Presenters:

- *Damien Sneed, pianist, conductor, composer- Musical Director of the hit Gospel singing competition TV Show, Sunday Best*
- *Eli Yamin, pianist, composer, educator- Director, Jazz at Lincoln Center's Middle Schools Jazz Academy*

- **Standards**
 - **Common Core College and Career Readiness Anchor Standards for Reading-** RH.1, RH.2, RH.4, RH.6, RH.7, RH.8, RH.9, RH.10
 - **Common Core College and Career Readiness Anchor Standards for Writing-** WHST.1, WHST.2, WHST.4, WHST.5, WHST.6, WHST.7, WHST.8, WHST.9
 - **Common Core College and Career Readiness Anchor Standards for Speaking and Listening-** SL.1, SL.2, SL.3, SL.5
 - **Arizona’s Social Studies Standards in American History-**
 - **Concept 1: Research Skills for History,** “Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.”
 - **Concept 9: Postwar U.S. (1945-1970s),** “Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.”
 - **Arizona’s Social Studies Standards in World History-**
 - **Concept 1: Research Skill for History,** “Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.”
 - **Concept 8: World at War,** “Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.”
 - **Concept 9: Contemporary World,** “The nations of the contemporary world are shaped by their cultural and political past. Current events, developments, and issues continue to shape the global community.”