

Trombone Shorty Activity

Before you read the story discuss the following questions:

1. Do any of you have a nickname? How did you get it?
2. Do you have a favorite meal? Describe it?
3. Does anyone play music in your house? What kind?
4. Do any of you play an instrument? When did you start? How did you learn?
5. What do you remember about New Orleans?
6. What do you remember learning about jazz music?

On a white board, chalkboard, or smartboard, set up three categories. While you read the story with students, pause every page or so and ask them to brainstorm things they have heard in the story about jazz, History/New Orleans or Trombone Shorty, writing their ideas in the appropriate column.

Jazz	History/New Orleans	Trombone Shorty
Brass bands/jazz All over New Orleans	WHERE Y'AT? Music is important and always floating in the air	Lived in Treme' Music in his house brother had a band "Follow me"
people went to huge jazz festivals	Mardi Gras! Parades, brass bands	Loved the brass bands homemade instruments
He played jazz with Bo Diddley--music Not written down	Gumbo—all sorts of ingredients "stir it all together"	found an old trombone learned to play by himself
Jazz is like Gumbo polyphony		Joined a parade and brother called him "TROMBONE SHORTY" because it was bigger than he was Played with Bo Diddley Formed 5 O'Clock Band Professional band Trombone Shorty & Orleans Avenue

After you read the story, ask students to pick out words or phrases from their brainstorm lists that they might hear in a song, or shouted out at a concert or parade, or even adapted into a song, like a refrain or a call and response, or words that create groove (i.e. WHERE Y'AT? Stir it all together, music floating in the air). Make a list of their ideas.

Have students incorporate their words or phrases into the “build a rhythm” from the previous lesson, or create a “gumbo” of phrases and shout-outs that has a rhythm.