Jazz from A to Z Educator Workshops

Season 2014-2015

**Listening for History: Songs with a Message**

**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 by engaging students in meaningful activities that apply knowledge and skills.
* 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.**
* Support humanities education through the **inter-disciplinary study** of history, literature, music, and art.

**Desired Outcomes of the *Jazz from A to Z* Educator Workshops**

* **Initial Outcome**

Teachers will compose lesson plans integrating *Jazz from A to Z* content, resources and strategies that elevate students’ cultural knowledge and historical thinking skills in American/World history classes.

* **Short-term Outcome**

*Jazz from A to Z* will design educator workshops integrating history, music, literature, and the arts that will stimulate interdisciplinary collaboration in Arizona schools.

* **Long-term Outcome**

Arizona educators will consistently integrate history, literature, music and the arts in district curriculums, so that every history student experiences the arts throughout his/her schooling.

**Standards**

**Arizona College and Career Ready Standards**

* **Reading Standards for Literacy in History/Social Studies-** RH.1, RH.2, RH.4, RH.6, RH.7, RH.8, RH.9, RH.10
* **Writing Standards for Literacy in History/Social Studies-** WHST.1, WHST.3, WHST.4, WHST.5, WHST.6, WHST.9

**Arizona’s Social Studies Standards in World and 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 changes led to social tensions in the United States (American History)**
    - **PO 1**. Describe changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era. (4th grade)
    - **PO 5.** Describe life (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs) in the U.S. during the Post War period. (8th grade)
    - **PO 6.** Describe the importance of the following civil rights issues and events: (8th grade)
      * Jim Crow Laws
      * Nonviolent protests
      * Desegregation
      * Civil Rights Act of 1964
      * Voting Rights Act of 1965
    - **PO 2.** Describe aspects of American post-World War II domestic policy: (high school)
      * Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments)
    - **PO 3**. Describe aspects of post World War II American society: (high school)
* Popular culture (e.g., conformity v. counter-culture, mass-media)
* Protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez)
* Assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)
  + **Concept 8: World at War (World History)**

**Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.**

* **PO 7.** Analyze the political, economic and cultural impact of the Cold War:

**“Everybody’s Got the Blues: Migration of the Blues in Post-World War II United States and United Kingdom”**

**January 13, 2015 – Middle School Teachers- 7:30 am - 3:30\* pm at Mesa Arts Center**

**January 14, 2015- High School Educators- 7:30 am - 3:30\* pm at Mesa Arts Center**

**Created by**

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**Historical Context:** The SecondGreat Migration and Post-World War II America and Britain

**Historical/Cultural Figures:** NAACP, CORE, A. Philip Randolph, Rosa Parks, Eleanor and Lincoln Ragsdale, Muddy Waters, Willie Dixon, Chess Records, Lorraine Hansberry

**Music:** Delta and Chicago Blues, American and British Rock ‘n’ Roll

**Arts Connection:**

*Raisin in the Sun* by Lorraine Hansberry

*Brown Girl Dreaming* by Jacqueline Woodson

*Teenie Harris, Photographer: An American Story* [*http://teenie.cmoa.org/interactive/#home*](http://teenie.cmoa.org/interactive/#home)

Dr. Martin Luther King’s speech at the Great March on Detroit, June 23, 1963 <http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_speech_at_the_great_march_on_detroit/>

The Great Migration in Art: Jacob Lawrence’s *The Migration of the Negro*, Series, 1940-1941

<http://www.phillipscollection.org/research/american_art/artwork/Lawrence-Migration_Series1.htm>

**Essential Questions:**

How can a nation and its music be impacted by the mobilization and migration of war?

Is nonviolent direct action an effective means of combatting injustice?

Why does the ideal of racial equality remain unfinished business in a democracy?

How does a nation’s culture reflect its history?

How can music help us comprehend the historical concepts of cultural diffusion and change over time?

How can the arts enrich our understanding of history?

Can music be an agent for social change?

**Objectives**:

Explain the push and pull factors of the Second Great Migration.

Determine the scope of racial inequality in America after World War II.

Determine how racial equality remains an elusive ideal in the United States.

Develop an understanding of the historical roots and the basic elements of the blues.

Explain the relationship between the Second Great Migration and the blues.

Analyze the connection between the blues and American/British rock ‘n’ roll.

**Historical Context: The Second Great Migration**

**Historical Resource:** [**http://www.inmotionaame.org/migrations/landing.cfm?migration=9**](http://www.inmotionaame.org/migrations/landing.cfm?migration=9)

**History: The Second Great Migration**

“The discontent was much too wide-spread and deep-seated and the lure of Chicago and other urban centers was much too strong.”

(Robert Palmer in his book *Deep* *Blues*, p. 142)\*

* Definition-
  + “Larger, more sustained, different in character and direction, and precipitated an even more radical and lasting transformation in American life than its better-known predecessor.”
  + Essay- “The Second Great Migration, 1940-70”, Thomas C. Holt with assistance of Molly Hudgens
* Migration Statistics <http://www.inmotionaame.org/migrations/topic.cfm?migration=9&topic=1>
  + Negro Population in Urban/Rural Areas, By States, 1870-1950 (tables)
  + 1940-1950- 1.5 million migrants = number of migrants in the First Great Migration
  + By 1970- 5 million
* Causes

Push Factors

* + Out of the Rural South
    - Images- “Leaving the South,” “Rural Poverty,” “Southern Poverty”
    - Collapse of Southern Agriculture- Image- “King Cotton in Peril”
    - Mechanized Farming- Image- “Mechanization”
    - Sharecropping and the Tenant System- Images- “Tenant Farming” “Southern Company Store”
    - The “New” Deal- Image- “The Raw Deal”
    - Teaching Idea! Compare and Contrast Sharecropping with Feudalism or Company Towns
    - King and Anderson plantation findings in Chicago and St. Louis
      * The Clarksdale List (141-142)\*
      * Image- “Clarksdale, Mississippi”
    - Images- <http://www.inmotionaame.org/gallery/?migration=9&topic=99&type=image>
  + Fleeing Racism
    - Jim Crow
      * Secondary Source for Student Reading- *The Warmth of Other Suns: The Epic Story of America’s Great Migration*, Isabel Wilkerson (pp. 43-46)
      * Images- “Jim Crow,” “Stubborn Segregationists,” <http://www.inmotionaame.org/gallery/?migration=9&topic=4&type=image>
      * Image- “Home Schooling” <http://www.inmotionaame.org/gallery/index.cfm?migration=9&topic=3&type=image>
    - Lynching-
      * Four types-
        + Spectacle – Thousands witness organized lynching, often on courthouse lawns
        + Mob- Spontaneous lynching often at the hands of an angry mob. Storming of jail cell or victim’s home
        + Legal lynching- speedy trials and executions
        + Domestic terrorism- fear and intimidation of the African American community as a result of lynching – Image “Ku Klux Klan,” “Intimidation in Texas”
        + Images- <http://www.loc.gov/pictures/item/95517117/>
      * Florida, 1934- The Lynching of Claude Neal
        + Secondary Source for Student Reading- *The Warmth of Other Suns: The Epic Story of America’s Great Migration*, Isabel Wilkerson (pp. 58-63)
    - Images- <http://www.inmotionaame.org/gallery/index.cfm?migration=9&topic=4&type=image>

Pull Factors

* + Effects of World War II
    - Double V Campaign
      * <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/what-was-black-americas-double-war/>
      * <http://www.nypl.org/blog/2013/11/12/classroom-connections-wwii-double-v-campaign-gr-10-12>
      * African American Workers: Conflict on the Homefront <http://herb.ashp.cuny.edu/items/show/1337>
      * Horace Pippin’s “Mr. Prejudice” <http://explorepahistory.com/displayimage.php?imgId=1-2-19E>
      * “Beaumont to Detroit” by Langston Hughes in *The Collected Poems of Langston Hughes* p. 281

<http://modampo.blogspot.com/2006/03/beaumont-to-detroit-1943.html>

* + - Mobilization-
      * Images- “A Soldier Leaves,” “Wartime Mobilization,” “Expanded Industry” “African American Women in Industry,” “The War Effort,” “Professionals” “Women in War Industry” “Miss Negro War Worker,” “A Female Migration” <http://www.inmotionaame.org/gallery/index.cfm?migration=9&topic=5&type=image>
      * Images-
        + <http://www.loc.gov/exhibits/odyssey/archive/08/0810001r.jpg>
        + <http://www.archives.gov/exhibits/powers_of_persuasion/united_we_win/images_html/united_we_win.html>
    - Migration
      * 700,000 African American civilians left the South
      * Northern and Western Cities
      * The Great Migration in Art: Jacob Lawrence’s *The Migration of the Negro*, Series, 1940-1941

<http://www.phillipscollection.org/research/american_art/artwork/Lawrence-Migration_Series1.htm>

* + - Race Riots of 1943
      * Detroit Riots <http://reuther.wayne.edu/node/8738>
      * Los Angeles, The Zoot Suit Riots <http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/e_riots.html>
    - A. Philip Randolph: Unionization and Fair Employment
      * <http://www.gwu.edu/~erpapers/teachinger/glossary/fepc.cfm>
      * <http://www.whitehousehistory.org/whha_classroom/classroom_9-12-pressure-defense.html>
      * <http://www.wwnorton.com/college/history/archive/resources/documents/ch30_02.htm>
      * <http://publications.newberry.org/pullman/archive/files/24d87ea9f44ca332849f3b79b9a21783.jpg>
      * Image- “Unionization,” “The Least Desirable Jobs,”
      * Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodor Seuss Geisel, Richard H. Minear (available through the UC San Diego website) <http://libraries.ucsd.edu/speccoll/dswenttowar/>
    - Civil Rights organizations in the 30s and 40s
      * NAACP, “Victory must crush Hitlerism both at home as well as abroad.” Walter White
      * CORE- sit-ins
  + Post-war Prosperity
    - Indicators: GNP grew 250%, Unemployment 3-5%
    - Causes
      * Government Spending- GI Bill, Interstate Highway system, Korean War, Cold War, schools
      * Consumer Spending- baby boom, suburbs, entertainment
      * Foreign Trade- Marshall Plan, tariff reductions
    - Opportunities for Entertainers- Image- “Sugar Ray Robinson and Lionel Hampton”
  + Images- <http://www.inmotionaame.org/gallery/?migration=9&topic=5&type=image>

**Music: The Sound of the Delta**

**Musical Resources:**

***Deep Blues* by Robert Palmer – All page numbers with \* refer to this resource.**

**“Everybody’s Got the Blues” Musical Elements of the Blues (handout, pdf)**

* What is the blues? <http://www.pbs.org/theblues/classroom/essaysblues.html>
* Importance of Delta Blues
* Describing Delta Blues
  + Sources/Origins (p. 43)\*
  + Importance of the Sears Roebuck Catalogue
  + The music
    - Polyrhythm
    - Essential Elements of the Delta Blues (37-39)\*

<http://www.pbs.org/theblues/classroom/essays12bar.html>

* + - The lyrics (36)\*
  + Dockery Plantation- Birthplace of the Blues?

<http://www.msbluestrail.org/blues-trail-markers/birthplace-of-the-blues>

* + - Charlie Patton (48-79, 82-89)\*-“Highwater Everywhere”- 1927 Mississippi Flood (74-75)\* (C/C with Bessie Smith’s “Backwater Blues”)
    - Paramount Records <http://www.npr.org/2015/01/31/382701847/in-a-few-fateful-years-one-record-label-blew-open-the-blues>
  + The Sound of Delta Bluesmen: Music as a Primary Source
    - Lyrics- <http://www.songlyrics.com/>
    - Captured by John and Alan Lomax for the Library of Congress

<http://www.theguardian.com/books/2011/jan/08/alan-lomax-john-szwed-review>

* + - The Influence of Son House (79-82)\* <http://www.cr.nps.gov/delta/blues/people/son_house.htm>
      * “Walkin Blues”
    - Robert Johnson (111-117,122-131)
      * <https://rockhall.com/inductees/robert-johnson/bio/>
      * <http://www.biography.com/people/robert-johnson-9356324>
      * “Walkin Blues”
      * “Cross Road Blues” (Robert Johnson, Marcus Roberts, Eric Clapton, John Mayer) 125-127\*
      * “I Believe I’ll Dust My Broom” (Robert Johnson, Elmore James, Fleetwood Mac, George Thorogood)
    - Muddy Waters (95-105)\*
      * Biography
      * <http://www.biography.com/people/muddy-waters-9525002>
      * The Music (from Muddy Waters/The Complete Plantation Recordings, Library of Congress Field Recordings)
        + “Country Blues”
        + “I Be’s Troubled”
        + “You’re Going to Miss Me When I’m Gone”
    - “Mississippi Delta Blues: American Cornerstone <http://www.npr.org/2011/05/05/106364432/mississippi-delta-blues-american-cornerstone>

**History: The Second Great Migration**

**Historical Resource:** [**http://www.inmotionaame.org/migrations/landing.cfm?migration=9**](http://www.inmotionaame.org/migrations/landing.cfm?migration=9)

* Destinations-
  + Maps of the Second Great Migration <http://www.inmotionaame.org/gallery/?migration=9&topic=10&type=map>
  + Alabama > Detroit, Pittsburgh; Carolinas and Georgia > New York, Philadelphia, Boston; Mississippi, Arkansas > Chicago; Louisiana, Texas, Arkansas, and Oklahoma > Los Angeles, San Francisco, Oakland
  + Into the North and West
    - Chicago (137-145)\*
    - Milwaukee
    - Pittsburgh <http://www.clpgh.org/exhibit/neighborhoods/hill/hill_n235.html>
    - Los Angeles
  + Diversity of Migrants
* Adjustment to Urban Life
  + A New Life- Images- “Bright Lights, Big City” (Chicago), “Urban Nightlife”
  + Segregated Neighborhoods- shortage of housing, high rents, over crowding
  + Cultural Institutions- black businesses, sports teams (Negro League Baseball), night clubs, newspapers, church

<https://www.coe.ksu.edu/annex/nlbemuseum/history/overview.html>

<http://www.pbs.org/blackpress/film/fulltranscript.html>

* + From Country to Inner City- Image- “Storefront Church” (Chicago)
* De Facto Segregation: Major Issues Facing African Americans in the North and West

**Historical Resource:** “The Northern Lights: the Black Freedom Struggle Outside the South” by Thomas J. Sugrue in *The Magazine of History* January 2012. <http://maghis.oxfordjournals.org/content/26/1/9.extract>

* + Jim Crow in the North: Segregation in Public Accommodations
    - <https://plus.google.com/+Bradhallart/posts/TmFEBwByeix>
    - Hotels, restaurants, movie theaters, swimming pools, beaches amusement parks segregated
    - Josephine Baker denied access to hotel accommodations 36 times in NYC
    - Leadbelly’s “Bourgeois Blues” written after facing segregation in Washington, DC
    - Black Tourists > Negro Motorist Green Book
    - Jim Crowism in Phoenix > Bandleader Louis Jordan helps integrate Sky Harbor Airport’s Sky Chef
    - Rendezvous Pool- Use denied to African American children in Mesa, AZ- records of Mesa Parks and Playground Board Meeting located in The Mesa Room of the Mesa Public Library, Mesa, AZ
  + Employment Discrimination:
    - Images: “Negro Jobs” “The Least Desirable Jobs”, “A Disappearing Job”
    - Two-tiered job market, service and janitorial positions, “last hired, first fired”
    - Top on agendas for NAACP, Urban League and National Negro Congress
    - Black unemployment consistently one and a half to 2X that of the national average
  + Housing Discrimination: De Facto Segregation
    - Images: “Racist Policies” “An Unfriendly Welcome”
    - Deeply segregated, often the consequence of public policies
    - Redlining
      * Link to several online resources for redlining maps: <http://www.slate.com/blogs/the_vault/2014/05/30/where_to_find_historical_redlining_maps_of_your_city.html>
    - Housing Covenants
      * A good website on housing covenant in Seattle (though they were in place nationally): <http://depts.washington.edu/civilr/covenants.htm>
      * Los Angeles: <http://www.kcet.org/socal/departures/columns/portraits/a-southern-california-dream-deferred.html>
    - Public Housing Projects
      * Segregated by race in Northern and Western Cities
      * Phoenix, AZ- Marcos de Niza, Mexican; Matthew Henson, African American; Frank Luke, whites
    - National Association of Real Estate Boards’ Code of Ethics
    - “Block Associations”
    - Terrorism: cross burnings, vandalism, arson, bombings
    - “White Flight”
  + Neighborhood Schools: Segregated Schools
    - Images: “Harlem Children” “Phoenix Union High School”
      * <http://www.inmotionaame.org/gallery/detail.cfm?migration=9&topic=99&id=591475&page=8&type=image>
      * <http://upload.wikimedia.org/wikipedia/commons/9/9d/P-Phoenix_Union_Colored_High_School-1926.jpg>
    - Gerrymandered neighborhoods, “special” schools, segregated classrooms
    - Massive White Resistance to integration throughout North and West
    - School Segregation in Arizona
      * State law
        + Elementary schools segregated
        + Secondary schools segregated or integrated by decision of local school board

Mesa High School Integrated

Phoenix Colored High School

* + - * Mesa- Veora Johnson <http://www.womensheritagetrail.org/women/VeoraJohnson.php>
      * Phoenix- Carver High School
        + “Reflections: Civil Rights in Arizona” by Councilman Calvin Goode in *Living the Dream in Arizona: The Legacy of Martin Luther King, Jr*. (pp. 26-27)
        + <http://www.phoenixnewtimes.com/1996-05-30/news/old-school-ways/>
        + <http://commons.wikimedia.org/wiki/File:P-Phoenix_Union_Colored_High_School-1926.jpg>
* Impact of the Migration
  + African Americans more urbanized than whites (80% > 70%)
  + 40% live in Northeast and North Central states, 7% in the West
* Images- Images- <http://www.inmotionaame.org/gallery/?migration=9&topic=5&type=image>

**Music: Chicago Blues**

**Musical Resource: *Deep Blues* by Robert Palmer – All page numbers with \* refer to this resource.**

**Comparison of Rural and Urban Blues Styles (handout)** <http://www.jazzinamerica.org/JazzResources/StyleSheets/3>

* Describing Chicago Blues: Electrified Blues- rural>urban (144-147)\*
* Artists
  + Muddy Waters-Biography (95-105)\*
    - <http://www.trbimg.com/img-52e7ee9e/turbine/chi-muddy-waters-home-museum-20140128-001/2048/1614x2048>
    - <https://rockhall.com/inductees/muddy-waters/bio/>
    - <https://rockhall.com/story-of-rock/timelines/muddy-waters/basic/>
  + Willie Dixon and “stop-time” 165-169\*
    - <https://rockhall.com/inductees/willie-dixon/bio/>
    - <https://rockhall.com/inductees/willie-dixon/timeline/>
  + Sunnyland Slim 147-157\*
    - <http://www.mapleshaderecords.com/artists/sunnyland_slim.php>
    - <http://arts.gov/honors/heritage/fellows/albert-sunnyland-slim-luandrew>
* The Role of Chess Records 157-165\* <https://rockhall.com/inductees/leonard-chess/bio/>
* The Sound of Chicago Blues: Music as a Primary Source

<http://www.songlyrics.com/>

* + **“I Be’s Troubled” (Muddy Waters)**
  + **“I’m Your Hoochie Coochie Man” (Dixon/Waters)**
  + **“I’ve Got My Mojo Working” (Foster/Waters)**
* Impact of the Blues on American Rock and Roll
  + <https://photomuserh.wordpress.com/2013/04/12/willie-dixon-chicago-blues-and-beyond/>
  + Memphis <http://www.msbluestrail.org/blues-trail-markers/memphis-blues>
  + Sun and Stax Records
    - <http://www.npr.org/2013/09/06/219686880/the-dawn-of-sun-records-15-hours-of-blues>
    - <http://www.npr.org/2013/01/14/169346225/stax-records-on-world-cafe> Check out the tour of the museum!
  + Music

<http://www.songlyrics.com/>

* + - **“The Blues Had a Baby and They Called it Rock & Roll” (Muddy Waters)**
    - **“Rolling Stone” (Muddy Waters)**
    - **“Like a Rolling Stone” (Bob Dylan)** [**https://rockhall.com/inductees/bob-dylan/bio/**](https://rockhall.com/inductees/bob-dylan/bio/)
    - **Janis Joplin** [**https://rockhall.com/inductees/janis-joplin/bio/**](https://rockhall.com/inductees/janis-joplin/bio/)
    - **“Mannish Boy” (Muddy Waters > Jimi Hendrix)** [**https://rockhall.com/inductees/the-jimi-hendrix-experience/bio/**](https://rockhall.com/inductees/the-jimi-hendrix-experience/bio/)

**Historical Context: Civil Rights Issues in Northern and Western Cities**

**Historical Resource:**

***Magazine of History*- January 2012, *Beyond Dixie: The Black Freedom Struggle Outside the South***

[**http://magazine.oah.org/issues/261/**](http://magazine.oah.org/issues/261/)

**History:**

* A *National* Struggle for Equality: Challenging the Myth of “Southern Exceptionalism”
  + Dr. Martin Luther King, Jr. speech in Phoenix at the Tanner AME Church on June 3, 1964 (49:00-1:00:40) *Arizona State University Users Only*
    - Images: <https://asunews.asu.edu/files/mlk-speech-asu.jpg>
    - <http://reuther.wayne.edu/files/images/5906.preview.jpg>
    - The Story
      * <http://www.azcentral.com/story/opinion/op-ed/2014/06/27/civil-rights-act-years-later-work-remains/11553449/>
* “Northern Lights: The Black Freedom Struggle Outside the South” by Thomas J. Sugrue (pp.9-15)
* World War II as a Turning Point
  + - “A segregated army cannot fight for a free world.”
    - Double-V Campaign
    - Impact of the War on Black Veterans
  + Images- “African American Soldiers,” “Violence Toward Veterans”
  + Images- <http://www.inmotionaame.org/gallery/?migration=9&topic=6&type=image>
  + Detroit image <http://www.historicdetroit.org/image/2/750/0/5/images/mich1950s-wsu.jpg>
* Activism
  + Northern and Southern Civil Rights Movement Intertwined
    - NAACP – litigation and lobbying

<http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_national_association_for_the_advancement_of_colored_people_naacp1/>

* + - CORE
      * Sit-ins, Journey of Reconciliation

<http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_congress_of_racial_equality_core/>

* + - * <http://interactive.wttw.com/timemachine/jack-spratt-coffee-shop-sit>
* Chicago- <http://www.encyclopedia.chicagohistory.org/pages/293.html>
* Images
  + - * <http://www.loc.gov/exhibits/odyssey/archive/06/0610002r.jpg>
  + Public Accommodations
    - Grassroots Activism
    - Mesa Better Community Council (1953-1961) (records of the Mesa Better Community Council located in The Mesa Room of the Mesa Public Library, Mesa, AZ)
      * Composition, Approach
        + “Open to all Mesa Citizens interested in minority problems and in general agreement with our principles.” Interfaith, integrated, men and women, leaders of the community
        + “Promote justice and to bring all segments of the city into closer and more harmonious relationship.”
        + “We are dedicated to solving all problems in a peaceful, dignified and orderly manner.”
      * Methods
        + Attended Mesa Parks and Playground Board Meetings.
        + Spoke with and petitioned park officials to end segregation in city parks and Rendezvous Pool
        + Met with local business owners, surveyed restaurant and motel owners to “sign cards indicating their willingness to serve any respectable person and accept “We Do Not Discriminate” signs for display.”
        + Employment surveys
        + Supported public accommodations legislation
        + Worked through service organizations to build support for integration
      * Achievements
        + 1954- After 16-month fight Rendezvous Pool and Escobedo Pool open to everyone, two motels offer accommodations to Cactus League teams with minority members.
        + 1955- 49 out of 53 eating establishments willing to serve any respectable person and display sign
        + 1959- 26 out of 37 hotels signed survey to accommodate any respectable person
    - Greater Phoenix Council for Civic Unity (GPCCU)
    - Non-violence and direct action in Phoenix (pp. 160-163)
      * Civil Rights Leaders in Phoenix (Ragsdales, Brooks, Grigsby)
      * “My Early Years in Phoenix,” by Thomasena M. Grigsby in *Living the Dream in Arizona: The Legacy of Martin Luther King, Jr*. (pp. 44-45)
      * “Phoenix Civil Rights Movement: Blacks and Whites Together” by Mary Melcher in *Living the Dream in Arizona: The Legacy of Martin Luther King, Jr*. (pp. 48-50)
      * CORE
      * NAACP
      * Spring of 1962- March on Arizona Capitol for public accommodations law
      * March 1964- Arizona State Capitol Protests (ASU Archival photos and Arizona newspaper articles) Read to determine activists, goals, methods and results.
      * Images:
        + Lincoln Ragsdale <http://upload.wikimedia.org/wikipedia/en/thumb/0/07/Lincoln_Ragsdale.jpg/220px-Lincoln_Ragsdale.jpg>
        + Mesa Better Community Council- Mesa Room at City of Mesa Library
        + ‘Arizona Awake” photo purchased from ASU Archives
  + Fair Employment
    - Early Efforts
      * 1930s- “Don’t Buy Where You Can’t Work” Campaign <http://www.inmotionaame.org/gallery/detail.cfm?migration=9&topic=8&id=486636&type=image>
      * WWII- A. Philip Randolph and the FEPC
    - March on Washington for “jobs and freedom” (August 1963)

<http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_march_on_washington_for_jobs_and_freedom/>

<http://americanhistory.si.edu/changing-america-emancipation-proclamation-1863-and-march-washington-1963/1963/march-washington>

* + - Pittsburgh- Iron City Beer Boycott
    - Phoenix Activists- Lincoln Ragsdale, Eugene and Thomasena Grigsby, Robert Philips, George Brooks, William Mahoney, Fred Holmes, Rabbi Albert Plotkin
      * Sit-ins, boycotts, face-to-face meetings, protests
      * 1962- NAACP boycott and picketing of Woolworths, national office orders local store to reverse policy
      * Motorola- state employment services and business in collusion to prevent employment of blacks, Attorney General accuses collusion, newspapers publicize situation, policy change by company
      * Valley National Bank- “creative conflict” meeting between Brooks, Ragsdale and VNB President James Patrick led to hiring of first black teller
      * Image: 1962 protest photo purchased from Arizona State University Archives
  + Housing
    - Establishing the Color Line: Consequence of public policies and private practices
    - Direct Action in Milwaukee
      * “Selma of the North: The Fight for Open Housing in Milwaukee” by Patrick D. Jones pp. 17-22
      * Article: <http://maghis.oxfordjournals.org/content/26/1/17.short>
      * Primary Sources: <http://collections.lib.uwm.edu/cdm/landingpage/collection/march>
      * Images: <http://uwm.edu/libraries/wp-content/uploads/sites/59/2014/09/march3a.jpg>

<http://www.milwaukeerenaissance.com/Main/MarchOnMilwaukee?action=download&upname=ebonyimage.jpg>

* + - Detroit and subsequent uprising in 1967
      * Rosa Parks - “’The northern promised land that wasn’t’: Rosa Parks and the Black Freedom Struggle in Detroit”, Jeanne Theoharis (pp. 23-27)
      * Article: <http://www.virginia.edu/lifetimelearning/civilrights/articles/Rosa%20Parks%20and%20the%20Black%20Freedom%20Struggle%20in%20Detroit.pdf>
      * Image: <http://exhibitions.nypl.org/africanaage/photos/civilrights/1953594.jpg>
    - Phoenix – Eleanor and Lincoln Ragsdale
      * Articles: <http://www.azpbs.org/arizonastories/seasontwo/ragsdales.htm>
      * Image: <http://www.womensheritagetrail.org/women/EleanorRagsdale.php>
  + Public Education
    - Segregating practices
    - New York- “Desegregating New York: The Case of the ‘Harlem Nine’”, Hassan Kwame Jeffries and Patrick D. Jones, (pp. 51-53)

<http://maghis.oxfordjournals.org/content/26/1/51.full>

* + - Striking Down Arizona’s School Segregation Laws
      * The local situation in Arizona
      * Lawsuit on behalf of black students wanting to attend Phoenix Union High School
      * “Successful Fights in the 1950s Against Racial Segregation in Arizona Schools, Anti- Semitic Discrimination in Winter Resorts” by Joseph Stocker in *Living the Dream in Arizona: The Legacy of Martin Luther King, Jr*. (pp. 31-33)
      * Superior Court Judge Fred C. Struckmeyer’s opinion. - 1953 <http://www.superiorcourt.maricopa.gov/LawLibrary/LegalResearch/ArizonaResearch/ArizonaCourtsResources/phillips.asp>
    - 1964 Civil Rights Act.  Title IV, section 401b: "'Desegregation' means the assignment of students to public schools and within such schools without regard to their race, color, religion, or national origin, but 'desegregation' shall not mean the assignment of students to public schools in order to overcome racial imbalance."  The first clause is relating to the South, while the second clause is relating to areas outside the South.  This section was inserted to gain the support of Northern Congressmen for the Civil Rights Act and it is one of the reasons it was so difficult to address school segregation in the North. – ASU Professor Matt Delmont
* Images- <http://www.inmotionaame.org/gallery/?migration=9&topic=7&type=image>

<http://www.blackpast.org/aaw/daniels-hayzel-b-1913-1992>

* Article- The Struggle for Civil Rights in Arizona <https://www.myazbar.org/AZAttorney/Archives/July98/7-98a5.htm>
* Civil Rights Act of 1964 <http://www.archives.gov/education/lessons/civil-rights-act/>

**Music as a Primary Source**:

* Resource: “‘Meeting Over Yonder’: Using Music to Teach the Movement in the North”, Craig Werner, (pp. 41-45)

Articles: <http://maghis.oxfordjournals.org/content/26/1/41.full.pdf+html>

<https://bcc-cuny.digication.com/writing_history/Curricular_Ideas_and_Resources>

* **Songs**
  + **Lyrics-** <http://www.songlyrics.com/>
  + “Backlash Blues” (Langston Hughes/Nina Simone)
  + “I Wish I Knew How It Would Feel to Be Free” (Nina Simone)
  + “To Be Young Gifted and Black” (Nina Simone)
  + “Black Brown and White” (Big Bill Broonzy)
  + “I Have to Paint My Face” (Sam Chatmon)
  + “Haitian Fight Song” (Charles Mingus)
  + “Living for the City” ( Stevie Wonder)
  + “Smiling Faces Sometimes” (Undisputed Truth)
  + “Inner City Blues” (Marvin Gaye)
* Jazz Women as Activists
  + “’The World Was on Fire’: Black Women Entertainers and Transnational Activism in the 1950s,” Ruth Feldstein in *Magazine of History*- October 2012, *The 1950s* (pp. 25-29)
  + Article: <http://maghis.oxfordjournals.org/content/26/4/25.extract>
  + Biography of Nina Simone

Image- <http://www.billboard.com/files/styles/promo_650/public/stylus/103961-Nina_Simone_617_409.jpg>

**Notes:**

***A special thanks to Arizona State University Associate Professor Matt Delmont for his meaningful suggestions on de facto segregation that helped establish the historical context of the workshop and former City of Mesa Librarian Sarah Moorhead for her kind assistance in acquiring documents on civil rights efforts in Mesa, Arizona.***

**All titles in red were printed and placed in the Educator Workshop binders presented to participants January 13th and 14th.**

**Page numbers with an asterisk are from *Deep Blues* by Robert Palmer**

**Understanding the Second Great Migration Through Literature**

**The PowerPoint discussion guides created by Pam Baack for *Brown Girl Dreaming and A Raisin in the Sun* can be located on the *Jazz from A to Z* website.** [**http://jazzfromatoz.mesaartscenter.com/**](http://jazzfromatoz.mesaartscenter.com/)

* Elementary/Junior High Workshop- Analysis and Discussion of *Brown Girl Dreaming*, Jacqueline Woodson
  + <http://www.jacquelinewoodson.com/>
  + Active Reading Strategy (Constructs, Purpose, Step Behind the Author, Journaling/Notetaking)
  + Analysis Activity (Underline historical references and circle literary elements)
  + “Second Daughter’s Second Day on Earth” by Jacquelyn Woodson in *Brown Girl Dreaming*
* High School Workshop- Analysis and Discussion of *A Raisin in the Sun*, Lorraine Hansberry
  + Active Reading Strategy (Constructs, Purpose, Step Behind the Author, Journaling/Notetaking)
  + Analysis Activity (Underline historical references and circle literary elements)
  + Ruby Dee
    - <http://www.nytimes.com/interactive/2014/12/25/magazine/2014-the-lives-they-lived.html?ref=magazine>
    - <http://www.nytimes.com/2014/06/13/arts/ruby-dee-actress-dies-at-91.html>
* Active Reading Strategies
  + Constructs
    - *Prepare* students for reading
    - Background
    - The “closet hooks” on which to “hang” new information and learning
  + Purpose- *Why am I reading this?*
    - Historical content/context
    - Author’s personal experience
    - Common personal experience of African Americans
  + Step behind the author
    - Why is she/he writing?
      * To share a personal experience
      * To promote a cause
      * To expose wrong
      * To relate to a shared common experience
    - Why has she/he created these characters?
    - Does any character represent an idea or group bigger than the actual character?
    - Why is she/he manipulating these characters in this way?
  + Journaling/Notetaking
    - Mark the text (underline historical references, circle writer/group experiences)
    - Summarize each part, chapter, or scene in a sentence or two
    - Write down one question or comment for each part, chapter, or scene
    - Track one or more characters for each scene, summarizing what happened to that character, how she/he changed, and a favorite or important line said by that character

**Visualizing the History of the Second Great Migration in Pittsburgh’s Hill District: Analysis of Photographs as Primary Sources**

* + *Teenie Harris, Photographer: An American Story,* Carnegie Museum of Art Exhibition[*http://teenie.cmoa.org/ArchiveStories.aspx?id=4704*](http://teenie.cmoa.org/ArchiveStories.aspx?id=4704)
  + *Teenie Harris: Exhibition Images* [*http://teenie.cmoa.org/interactive/#home*](http://teenie.cmoa.org/interactive/#home)
  + Use “Visualizing History” or “Visual Art Analysis Guide” on the *Jazz from A to Z* website to assist students in the analysis of any photograph.

**A Great Speech in Civil Rights History**

* Analysis of Dr. Martin Luther King’s speech at the Great March on Detroit, June 23, 1963
  + Resource: <http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_speech_at_the_great_march_on_detroit/>

Site includes both transcript and a recording of the speech!

* + Active Reading Strategies
    - *Constructs*
      * *Prepare* students for reading
      * Background
      * The “closet hooks” on which to “hang” new information and learning
      * “Detroit’s Walk to Freedom” <http://reuther.wayne.edu/node/7858>
    - Purpose- Why am I reading this?
      * Historical content/context
      * Author’s personal experience
      * Common personal experience of African Americans
    - Step Behind the Author
      * Why is she/he writing?
        + To share a personal experience
        + To promote a cause
        + To expose wrong
        + To relate to a shared common experience
    - Journaling/Notetaking
      * Mark the text (underline historical references, circle writer/group experiences)
      * Summarize each section or main idea in a sentence or two
  + Images: <https://michpics.wordpress.com/2011/01/17/martin-luther-king-and-the-great-march-to-freedom-in-detroit/>

<https://michpics.wordpress.com/?s=Great+March+to+Freedom+in+Detroit+1963>

<http://reuther.wayne.edu/node/7766>

<http://reuther.wayne.edu/node/7858>

<http://reuther.wayne.edu/node/7779>

* + Analysis Activities
    - Analysis Activity for history classrooms- Use Document Analysis Guide on *Jazz from A to Z* website
    - Analysis Activity integrating the historical, literary and musical qualities of the speech (see excerpts on PowerPoint)
      * Historical References- *underline* any references to events or concepts that put the speech in its historical context or links it to critical events of the past
      * Literary Elements- *circle* any literary elements: extended metaphors, similes, persuasive techniques, parallel organization, allusion, organization, etc.
      * Musical Passages- *put a box* around any musical passages: repetition, rhythm, word choice, ballad (story-like), etc. Tie back to the blues.
    - Group Activity: The Blues as a Literary Form
      * “Dr. King was a blues man.” – Rodney Whitaker
      * Take a quote/theme from the speech and put it in the blues form (Use Musical Elements of the Blues sheet).
      * Have students perform their blues.
    - Discussion of Excerpts of the Speech
      * How does the speech reflect the objectives/essential questions of this workshop?
      * Take a quote/theme from the speech and apply it to current race relations. <http://www.washingtonpost.com/newssearch/?query=Despite+Progress+on+Racism>

**Resources:**

**“Everybody’s Got the Blues” Educator Workshop**

**Music Books**

* *Alan Lomax: The Man Who Recorded the World*, John Szwed
* *All Music Guide to the Blues: The Definitive Guide to the Blues,* Bogdanov, Woodstra, Erlewine
* *All Shook Up: How Rock ‘n’ Roll Changed America,* Glenn Altschuler
* *The Big Book of Blues***,** Robert Santelli
* *Blues People: Negro Music in White America*, LeRoi Jones (Chapter11, “The Blues Continuum”, pgs. 166-174 <http://www.npr.org/2014/01/09/261101520/amiri-baraka-poet-and-co-founder-of-black-arts-movement-dies-at-79>
* *Can’t Be Satisfied: The Life and Times of Muddy Waters, Robert Gordon*
* *Deep* *Blues*, Robert Palmer (Pages with \* in this section are from *Deep* *Blues*, Robert Palmer)
* *The Land Where the Blues Began,* Alan Lomax
* *Martin Scorsese Presents the Blues*
* *Nothing But the Blues: The Music and the Musicians,* Cohn, Aldin, Bastin, Charters, Cowley, Evans, Humphrey, O’Neal, Pearson, Spottswood, Wolfe
* *Spinning Blues Into Gold: The Chess Brothers and the Legendary Chess Records,* Nadine Cohodas

**CDs**

* *Best of Chess Records*
* *Blues with a Message*
* *Defiance Blues*
* *I Am the Blues: Willie Dixon*
* *Jimi Hendrix: Blues*
* *Martin Scorsese Presents: The Best of the Blues*
* *Muddy Waters: The Complete Plantation Recordings*
* *Muddy Waters at Newport, 1960*
* *Muddy Waters: Hard Again*
* *Nina Simone Sings the Blues*
* *Ralph Ellison: Living with Music*
* *Stone Rock Blues: The Original Recordings of Songs Covered by the Rolling Stones*
* *Willie Dixon: The Chess Box*

**Websites**

* *Martin Scorsese Presents the Blues*
  + [*http://www.pbs.org/theblues/songsartists/songsbioalpha.html*](http://www.pbs.org/theblues/songsartists/songsbioalpha.html)
  + <http://www.pbs.org/theblues/classroom/glossary.html>
  + <http://www.pbs.org/theblues/classroom/guide.html>
  + <http://www.pbs.org/theblues/classroom/lessons.html>

**History Books**

* *Arizona: A History,* Thomas E. Sheridan
* *Black Exodus: The Great Migration from the American South*, Alferdteen Harris
* *Contested Waters,* Jeff Wiltse
* *Faith in the City: Preaching Radical Change in Detroit,* Angela Dillard
* *Fear Itself: The New Deal and the Origins of Our Time,* Ira Katznelson
* *Fog of War: The Second World War and the Civil Rights Movement,* Kevin H. Kruse and Stephen Tuck
* *Freedom North: Black Freedom Struggles Outside the South,* Stephan and Abigail Thernstrom
* *Great Migration in Historical Perspective: New Dimensions of Race, Class, and Gender* edited by Joe William Trotter, Jr.
* *I Refused to Leave the Hood,* Clovis Campbell
* *Living the Dream in Arizona: The Legacy of Martin Luther King, Jr.,* edited by Gretchen M. Bataille and Albert L. McHenry
* *Minorities in Phoenix: A Profile of Mexican American, Chinese American and African American Communities, 1860-1992,* Bradford Luckingham
* *The Promised Land: The Great Black Migration and How it Changed America,* Nicholas Lemann
* *Race and Remembrance: A Memoir,* Arthur Johnson
* *Race Relations in the United States, 1940-1960,* Thomas J. Davis
* *Race Work: The Rise of Civil Rights in the Urban West*, Matthew Whitaker
* *The Rebellious Life of Mrs. Rosa Parks,* Jeanne Theoharis
* *The Selma of the North: Civil Right Insurgency in Milwaukee,* Patrick D. Jones
* *Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North* by Thomas Sugrue
* *Three Worlds of Relief: Race, Immigration and the American Welfare State from the Progressive Era to the New Deal,* Cybelle Fox
* *Violence in the Model City,* Sydney Fine
* *The Warmth of Other Suns: The Epic Story of America’s Great Migration* by Isabel Wilkerson
* *Up South: Stories, Studies, and Letters of this Century’s African-American Migrations* editedby Malaika Adero

**Documentary**

* “Godfathers and Sons: A Film by Marc Levin” from *Martin Scorsese Presents the Blues*

**Magazine Article**

* Ta-Nehisi Coates' article from *The Atlantic*, "The Case for Reparations," Does a nice job of describing discrimination in the North: <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

**Websites**

* “The Second Great Migration” <http://www.inmotionaame.org/migrations/landing.cfm?migration=9>
* “Africana Age: Maps” <http://exhibitions.nypl.org/africanaage/maps.html>
* “Purchasing the American Dream: Buying a Home in 1960 Chicago” <http://ehistory.osu.edu/exhibitions/americandream/index>
* “March on Milwaukee: Civil Rights History Project” <http://collections.lib.uwm.edu/cdm/landingpage/collection/march>
* “BlackPast.org” (primary source documents, major speeches, public figures, etc.) <http://www.blackpast.org/>
* *American Experience: The Presidents,* President Kennedy’s *“*Civil Rights Announcement,” 1963 <http://www.pbs.org/wgbh/americanexperience/features/primary-resources/jfk-civilrights/>

**Primary Sources**

* Students usually find this "Aryans only" covenant from 1946 particularly surprising: <http://depts.washington.edu/civilr/covenants_Aryans.htm>

**Historical Thinking Analysis Worksheets: (Available on the Jazz from A to Z website!)** [**http://jazzfromatoz.mesaartscenter.com/**](http://jazzfromatoz.mesaartscenter.com/)

* **Cartoon Analysis**
* **Document Analysis Guide**
* **Map Analysis**
* **Music Analysis**
* **Visual Art Analysis**
* **Visualizing History**

**Literature**

* *Brown Girl Dreaming* by Jacqueline Woodson

**Theater**

* *A Raisin in the Sun* by Lorraine Hansberry

**The Blues Impulse: The British Invasion**

**Historical Resource: “Red, White and Blues: A Film by Mike Figgis” from *Martin Scorsese Presents the Blues* documentary:**[**http://www.pbs.org/theblues/aboutfilms/figgis.html**](http://www.pbs.org/theblues/aboutfilms/figgis.html)

**Image:** [**http://images.epiphone.com.s3.amazonaws.com/Products/Archtop/Union-Jack-Sheraton/POP\_UnionJack.jpg**](http://images.epiphone.com.s3.amazonaws.com/Products/Archtop/Union-Jack-Sheraton/POP_UnionJack.jpg)

**Musical Resource:** [**http://kiss951.cbslocal.com/2013/06/03/a-timeline-of-the-british-invasion-waves/**](http://kiss951.cbslocal.com/2013/06/03/a-timeline-of-the-british-invasion-waves/)

**Essential Questions**:

* What constitutes the blues**?**
* What influence did American blues have on British rock ‘n’ roll? (Change over time)
* How does the “blues impulse” help us understand cultural diffusion?

**History:**

* Post-War United Kingdom
  + Conditions
    - “Blitz” left enormous destruction in London: industrial capacity, infrastructure
    - Tremendous shortage of consumer goods and housing
    - “Welfare state” – industries, public transportation and public utilities nationalized, free medical service,
    - Decolonization
    - Stagnant economy
    - Image: <http://news.bbcimg.co.uk/media/images/62581000/jpg/_62581293_postwar_getty.jpg>
  + The Blues Connections: How was the cultural diffusion of the blues possible after World War II?
    - World War II- US and Britain allies, soldiers share culture; continues during Cold War; American bases in Britain
    - British Empire- Sounds of the West Indies were familiar, black music in urban settings part of UK culture
    - Technology- 33 rpm long-playing records, television- exchange of music ideas nationwide
    - Jet air travel- Blues legends (John Lee Hooker, Muddy Waters, T-Bone Walker) travel to UK, Stones travel to Chess Records June 4, 1964
    - Armed Forces Radio- played American music
    - Clubs throughout Britain experiment with new music
    - Youth Culture

**Crossover:**

* The Rolling Stones at Chess Records- Chuck Berry, Willie Dixon, Muddy Waters

<https://rockhall.com/story-of-rock/features/all-featured/7710_the-rolling-stones-at-chess-records-satisfaction/>

* Images

<http://www.nfagallery.com/catalog/item.php?unid=4759&prodpa>=

<http://www.smollin.com/staples/musictriv/AnimalsFirstLP.jpg>

<http://upload.wikimedia.org/wikipedia/commons/1/1f/Eric-Clapton_1975.jpg>

<http://assets.rollingstone.com/assets/2014/article/led-zeppelin-iv-unreleased-black-dog-20140829/166463/large_rect/1401x788-85037467.jpg>

* Crossover Music
  + **Lyrics-** <http://www.songlyrics.com/>
* “I Can’t Quit You Baby” - Willie Dixon>Led Zeppelin
* “Little Red Rooster” – Howlin Wolf > Rolling Stones
* “Boom Boom” – John Lee Hooker > The Animals
* **“**Ramblin on My Mind” - Robert Johnson> John Mayall Blues Breakers with Eric Clapton
* “Good Morning Little School Girl” Sonny Boy Williamson > Stones
* “Stormy Monday” T-Bone Walker > Chris Farlowe and the Thunderbirds (Little Joe Cook)
* “I Just Want to Make Love to You” Muddy Waters > Rolling Stones

**Resources:**

* “Dylan, the Brits and Blue-Eyed Soul” in *A Change is Gonna Come* by Craig Werner
* *Deep Blues*by Robert Palmer
* *Martin Scorsese Presents the Blues*
* *Imperialism, Race and Resistance* by Barbara Bush