

## NEA Jazz Lesson Plan from High School participants

**Objective #1:** Students will be able to analyze the lyrics of “The Real Ambassadors” by Dave Brubeck and Lois Armstrong and connect it to geo-political events in the Civil Rights Era and the Cold War

**Big Idea #2:** Understanding how music is the reflection of the time period using the beginning example of the contradiction of American Foreign policy as a beacon of freedom while American domestic policy was revolving around the struggle for true freedom and equality.

**Material #3:** YouTube version of “The Real Ambassadors” –Dave Brubeck/Lois Armstrong, class set of lyrics, images of Civil Rights Movement., Slideshow of pictures examples in song

### Procedure #4:

1. Pass out copies of the MLK speech at Jazz Festival in Berlin and discuss the significance of his speech at a music festival.
2. Play YouTube video for class and pass out lyric sheets to each student.
3. Whole class discussion covering the following points:
  - i. “Who is the real ambassador for the US?”—gov’t or jazz musicians
  - ii. Worldwide perception of America as freedom, baseball, and jazz.
  - iii. Transition discussion as to music as the measure of the time
    1. Discuss the geo-political events mentioned in song while playing slide show of pictures of the examples in song.
      - a. Students to identify events mentioned in song and then explain to rest of class the basics and significance of events and answer question “Why is this event significant to be immortalized in song?”
  - iv. Connect the Civil Rights Movement to the Cold War “race mixing is communism”
4. Finally, link theme of music as measure of the time by passing out lyric sheets to Iranian political rap and listening to selections connecting the theme to protest in the Iran.