

Jazz from A to Z
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Title of the Lesson: Pushed by a Horn: Migration and Jazz

Subject: The Great Migration and the Movement of Jazz (with the experience of Louis Armstrong)

Grade:11—United States History

**Common Core Standard for Reading, Writing *or* Speaking and Listening:
11-12.WHST.2 Write informative/explanatory text, including the narration of historical events...**

a.-e.

Arizona Social Studies Standard:

S1C7-PO3: Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries

- a. World War I (e.g., League of Nations, Isolation, *propaganda*, *Great Migration—added by MPS*)**
- b. Red Scare/Socialism (e.g., *KKK—added by MPS*)**

S1C7-PO2: Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:

- e. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores, prohibition)**

Overview (*Brief* description of lesson):

This lesson uses the 60 paintings of Jacob Lawrence’s *The Migration of the Negro* series (divided between the Museum of Modern Art in New York and the Phillips Collection in Washington, D.C.) which was made into a picture book to tell the story of the Great Migration in both bold images and simple words. These words and images and combined with segments from Jazz, a Film by Ken Burns, Episode Two, “The Gift”, that relate to the life story of Louis Armstrong who moved from New Orleans to Chicago and then to New York City, shaping the development of jazz along the way. The causes of the Great Migration and the resulting effects on the people as they arrived in northern cities are explored through the PowerPoint of the images. As with all migrations, the migrants carried with them their culture, including their music, especially jazz, which had developed in the South, but became centered in Chicago and New York. Other factors that influenced the spread of jazz that are explored by Burns in the film are the impact of World War and the development of phonograph records that made “negro” music widely available to white listeners.

Essential Question(s):

How did the migration patterns and forces of the Great Migration, and other forces, influence the spread and development of jazz from the deep South to northern cities?

Key Vocabulary:

Great Migration

Jazz

Blues

Swing

Migration

Ku Klux Klan

Segregation

Social mores

Modernism

Prohibition

Harlem Renaissance

Harlem

New Negro

Lesson Objective(s): Student will be able to:

- Define and use Vocabulary with fluency in speaking and writing
- Recognize elements of jazz and how Louis Armstrong and others influenced changes in jazz in the 1920s
- Describe the causes and effects of the Great Migration
- Analyze ways in which jazz was spread from the deep South to northern cities and Europe in the early 20th century

Procedure to Teach the Lesson:

Note: The video used in this lesson contains the N-word as it was used in a historical context. Teachers will need to discuss this use with students prior to showing the video. Also, in segment 24, photographs of people who have been lynched are shown, including one female. As these may be disturbing to some students, teachers should preview this segment and use only with discretion.

- **Beginning (set)**

If you were told you were going to have to move across the country and you had one day to pack, make a list of the things you would absolutely want to take with you. Have 3 or 4 students share things on their list. Try to lead students to see that some of the things on their lists are not just for survival, but are of a cultural nature: photos, iPod, scrapbook, favorite stuffed animal, trophy, recipes, jewelry. When people move they always take their culture with them

- **Middle**

Prepare ahead of time—Print copy of PowerPoint slides so that each student has at least one set of slides to read. If possible have students stand in a large semi-circle so that they can see each other and see the PPT presentation on the screen. As they read, the teacher will advance the slides that go with the pages they are reading. Use this for DAY 2.

1. Show Scenes 1-5 of Episode 2, “The Gift” from Ken Burn’s Jazz video [appx. 6:32 minutes]. Pause when the title screen “The Gift” appears. Ask students to recall what they now know about Louis Armstrong. Tell them this lesson will focus on the life and music of Armstrong. Also ask students to describe the sounds of the music they have heard and the feelings the music elicits. Tell them to continue to listen to the background music throughout the video.
2. Return to the video: Segments 6-14 are about Armstrong’s early life in New Orleans. Pause video here to allow students to record notes about what they have learned.
3. Segments 15-21 describe the impact of African American troops in World War I spreading jazz to Europe. At the end of segment 21, stop the video and allow students to record the facts. Also ask students to describe the music they heard—the beat, prominent instruments, etc. and any effects it had on audiences.
4. Segment 22 is about the KKK and includes scenes of lynching. This is a good segment to show, but may not be appropriate for all students.
5. Segment 23 discusses the “New Negro”, Marcus Garvey, Negro baseball leagues and other institutions and the Harlem Renaissance. This would be a good place to stop and relate this short segment to earlier learning or to use it to preview future lessons.
6. Segment 24 shows the Charleston and some of the fads associated with its dance craze, and discusses the liberation of women and the effect of Prohibition.

Use remaining class time to have students discuss what they have learned so far from the video. At the bottom of their notes, have them write a summary of their notes on Armstrong and on the development of jazz up to the early 1920s.

End of Day 1

Day 2:

1. Hand out the copy of PowerPoint slides so that each student has at least one set of slides to read. If possible have students stand in a large semi-circle so that they can see each other and see the PPT presentation on the screen. As they read, the teacher will advance the slides that go with the pages they are reading.
2. Have students return to their seats and work in pairs to complete a T-Chart:

Things that caused African Americans to LEAVE the South --	Things that drew African Americans to the North
(Push Factors)	(Pull Factors)

Problems they faced in the North:

3. Return to Ken Burn’s video. Skip segments 25-30—they are about Duke Ellington (this would be a great compare-contrast lesson at another time, however)

4. Show segment 31-36 (approx. 47:22 – 59:00 minutes)—covers Armstrong’s move to Chicago. Discuss with students how this relates to the experience of other African Americans who moved in the Great Migration as depicted in the art of Jacob Lawrence. Was Louis Armstrong’s experience typical or atypical?
 5. If you have time, segments 47-50 are about the spread of jazz to the white Chicago suburbs via records and the development of white jazz bands.
 6. Show segment 55 [time 1:30:00 to end of video] Picks up with the Fletcher Henderson band in New York and his recruitment of Armstrong to move to New York City. Excellent comments by Wynton Marsalis at the end.
- End (closure)
Go to Special Features on DVD and play full version of Armstrong’s “I Cover the Waterfront”. Ask students to close their eyes and listen carefully to the music. As a “ticket out the door”, have students respond to one or more the following: What thoughts and images come to mind as they listen? What instruments do they hear? What three words best describe this piece of music? If this music were a food, what would it be? If this music were a painting, what would it look like?

Assessment:

Write a researched essay on one of the following topics:

Evolution of jazz music 1900-1930

Contributions of Louis Armstrong to the development of jazz forms

The life of Louis Armstrong typical or atypical of the Great Migration experience

The spread of jazz in the early 1900s

Sources of Information:

The Great Migration, An American Story. Lawrence, Jacob. 1993. HarperCollins.

Materials Needed:

Jazz, a Film by Ken Burns, Episode Two, “The Gift”; PBS Home Video, 2000.

Teacher-made PowerPoint--attached