

Jazz from A to Z
Lesson Plan Template

Title of the Lesson: “The Real Ambassador”

Subject:US History

Grade:11

Common Core Standard for Reading, Writing *or* Speaking and Listening:

Reading: A) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

B) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Arizona Social Studies Standard:

S1C9-PO3:

Describe aspects of post World WarII American society: b. popular culture (e.g., conformity v. counter-culture, mass-media, music, rock & roll, sports, Jackie Robinson)c. protest movements (e.g., anti-war, women’s rights (Betty Friedan), civilrights, farm workers, César Chavez, American Indian Movement)
d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)

Overview (*Brief* description of lesson):

Students will analyze lyrics to “the Real Ambassador” and relate topic of song to events in the American Civil Rights Era.

Essential Question(s): “How is music an instrument for social change?”

Key Vocabulary:

Ambassador, diplomatic corps, constitutionality, coup d’etat

Lesson Objective(s):

Students will be able to analyze they lyrics of “The Real Ambassadors” by Dave Brubeck and Louis Armstrong and connect it to geo-political events in the Civil Rights Era and the Cold War

Procedure to Teach the Lesson:

- **Beginning (set)** Ask students how music reflects their life.
1. **Middle** 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. **End (closure)**

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.

Assessment: Students will compose two to three paragraphs that answers the following question: “To what extent was American foreign policy during the cold war era contrary to American domestic policy during the civil rights era? Be sure to cite specific evidence from the “Real Ambassador” lyrics.

Sources of Information: : YouTube version of “The Real Ambassadors” –Dave Brubeck/Lois Armstrong, class set of lyrics, images of Civil Rights Movement

Materials Needed: 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