

Jazz from A to Z
Lesson Plan Template

Title of the Lesson: World Musical Connections between Folk and Pop Culture
Subject: Pop and Folk Culture
Grade: 9th Human Geography and World History

Common Core Standard for Reading, Writing *or* Speaking and Listening:
CCR. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCR. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Arizona Social Studies Standard:

S4C2 PO 1 Identify the characteristics that define a region:

b. human processes such as religion, political organization, economy, and demographics

S4C2 PO 4 Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions S4C4 PO 8 Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion

S4C6 PO 3 Analyze how geography influences historical events and movements

Overview (*Brief* description of lesson):

The students will synthesize how folk music influences pop music in a given country. The Students will research a given country and their earliest forms of music and discover how it changes over time relative to historical events of that country. The students will be expected to relate their findings to the State Department Tours of the Jazz Greats

Essential Question(s):

How does music influence people?

How does music change?

What events cause music to change?

What outside influences contribute to a countries modern music?

Key Vocabulary:

Folk Culture

Pop Culture

Cultural Diffusion

Assimilation

Lesson Objective(s):

The students will create a presentation (PPT, Prezi, Poster Board, or other approved medium) that showcases the emergence of music throughout the Cold War for their country.

The students will provide relevant examples of the music and its transformation.

The students will present their finding to an audience.

To become more knowledgeable about the history of Jazz/ music in general

Procedure to Teach the Lesson:

- **Beginning (set)**

The students have completed either a learning guide for the chapter or have been introduced to the chapter through lecture (PPT on Cold War). The example of the U.S. Jazz movement will be used as the introduction to this assignment. Students will be given biographies of renown Jazz Musicians along with lyrics. They will be asked to explain how music has changed, influenced by Jazz. Students are then placed into groups and will be assigned a country (Country that was not partial to either side of Democracy or Communism)

- **Middle**

They will conduct research in a computer lab to discover the early roots of their countries music and how it was influenced by Jazz over time and what events caused this to happen. The students will be responsible for:

Country Name

Regions of the country

Examples of Folk Culture and Folk Music

Examples of Popular Culture and Popular Music

Outside musical influences

Names of famous Folk and Pop Musicians

Timeline of events related to their country.

- **End (closure)**

The Students will present their projects to their peers in the classroom. The audience will develop Costa's level question about the presentations, which will be used on their diagnostic assessment

Assessment:

Ticket out of the door, for the duration of days completing the work. Students are asked to rate their knowledge (1-5) , one thing that they learned, and one higher level question about the topic.

Sources of Information:

Archive.org

youtube.com

National Geographic

Materials Needed: Computer lab, Biographies of Jazz greats, PPT of Cold War.