

**Artist-in-Residence:** Blue O'Connell

**Workshop title:** American Music: History and Stories of Our People

**Location:** Albemarle County Public Schools (from Middle School to High School)

**Subjects:** English, History, and Social Studies

**About Blue O'Connell:** Growing up Chicago, Blue O'Connell's childhood was enriched by the cultural diversity around her. As a child, the songs and stories of the American experience captured her imagination and ignited a deep love for music she shares to this day. In May 2014, she was awarded the **Mildred W. Spicer Arts Fund Award** created to recognize a local person for outstanding service improving artistic opportunities for people with disabilities.

Ms. O'Connell enjoys teaching songs within a historic context to groups of all ages. Music genres span the realms of folk, country, blues, jazz, Patriotic, Native American, gospel, old time, bluegrass, Negro spirituals, pop. Instruments include guitar, Native American flute, mountain dulcimer and percussion.

**Objective:**

Using interactive songs that teach stories of the history of American people, students can experience first hand the lessons each diverse group of people brought to our land. Ms. O'Connell will work with the teacher to reinforce material covered in class and help choose the appropriate required SOLs and LLLS for each lesson.

**Presentation:** Each music lesson will support ideas from the Lifelong-Learner Skills (LLLS) to assist students in learning beyond recall of facts and retain what they learn. Music is a universal language working as tools to motivate students apply what they learn in new contexts.

## **Sample Lessons – all lessons can be modified for grades 1-12**

### **FAMOUS AMERICANS**

**Lifelong Learner Standard:**

- 8. Explore and express ideas and opinions using multiple media, the arts, and technology.
- 10. Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.

**SOL 1.2**

The student will describe the stories of American leaders and their contributions to our country.

**SOL 1.1**

The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

**Session 1**

- Guiding Question: Who has contributed to our country and how?
- Prior to the lesson, students will begin researching a famous American of their choice.
- Ms. O'Connell will share songs and stories from Pete Seeger and Woody Guthrie. She will teach about the life of Harriet Tubman and learn how to become leaders in our own communities. Sessions 2 and 3 include learning inspirational songs and writing our own song about being a hero. (like Harriet Tubman)

# Native American Literature, Music, and Culture

## Concepts:

1. Music as part of everyday Native American life
2. Relationship between humanity and the earth, as reflected in music and literature
3. Relationship between Native American themes and our own world

**Day 1:** Music and Culture Workshop

**Day 2:** Reflecting on Native American literature, music, and culture through creative and/or expository writing

## Lifelong Learner Competencies

8. Explore and express ideas and opinions using multiple media, the arts, and technology.
10. Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.
12. Apply habits of mind and metacognitive strategies to plan, monitor, and evaluate one's own work.

## SOL's

### **English:**

- 11.1 The student will make informative and persuasive presentations.
  - h) Collaborate and report on small-group learning activities.
- 11.6 The student will write in a variety of forms, with an emphasis on persuasion.
  - a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
  - e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- 11.5 The student will read and analyze a variety of nonfiction texts.
  - c) Generalize ideas from selections to make predictions about other texts
- 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, spelling, sentence structure, and paragraphing.
  - e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
  - f) Proofread and edit writing for intended audience and purpose.

## Lessons

Prior to this workshop, students will read a variety of Native American literature, including an historical speech by a Native American chief and poems by contemporary poets. Students will participate in a jigsaw activity in class to process and reflect on these pieces of literature and Native American experiences, especially as they relate to Westward Expansion after the Civil War. In addition, students will study other forms of Native American expression and experience, including a visual study and discussion of the Crazy Horse Monument in South Dakota and some recorded music on Native American themes.

**Day 1:** Guiding Questions: What themes are present in Native American music, what do they teach us about Native American culture, and how do they relate to our lives?

Interactive Artist-in-Residence workshop to include musical presentation, lecture about the history of Native American music as part of everyday culture, and small group work to respond to music and reflect on how these themes relate to our lives.

## BLACK HISTORY MONTH (FEBRUARY)

Enhance your classroom & empower your students with music of the African American Experience! Sample lesson plans are below and can be modified to your class and grade. (2nd grade- high school)

**SOL- Civics 3.12** The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

### SAMPLE LESSONS:

#### ***Lesson 3: Songs of the Civil Rights Movement***

**Music Lesson:** The Civil Rights movement was a tumultuous and important time in American History. The songs of that time show this with their lyrics of freedom and equality. Some of the most Soulful and enduring songs came into prominence in the Civil Rights movement. In this workshop, students will learn about the songs and artists that were an important voice of the times. Artists such as Joan Baez, Bob Dylan, Pete Seeger and songs like, "We Shall Overcome", "If I Had a Hammer," "This Little Light of Mine" and many more will be taught and explored.

#### **Lesson 4: From Slavery to Freedom: Songs of the African American Experience**

**Music Lesson:** This workshop will tell the stories of the African American experience. Some of the most important songs in American history come from the contributions of the African American people. As students learn songs spanning genres from Gospel, Spirituals, Blues, Jazz, slave songs, and work chants, they will experience the struggles and triumphs of the times in a new way. Songs like, "Harriet Tubman," "Swing Low, Sweet Chariot", "Wade in the Water", "John Henry" and more will be explored. We will also write our own blues song to embody the lessons learned from these important people. This workshop can be broken down into a few smaller sessions if needed.

## WOMEN'S HISTORY MONTH (MARCH)

Engage your students with music celebrating some of the most important women in U.S. history. Sample lesson plan are below and can be modified to your class and grade (grades 1-12)

**SOL: Civics 3.12** The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

### SAMPLE LESSON:

#### ***Lesson 1: Celebrate Women's History***

The stories of women's achievements are an important part of our history. Explore the accomplishments of women in U.S. history with songs about famous women such as; Sacajawea, Sojourner Truth, Susan B. Anthony, Amelia Earnhart, Joan of Arc, Mother Teresa, Rosa Parks, Joan Baez and more. We will explore their contributions with interactive songs, worksheets, lively discussion. Songs include: "Harriet Tubman," "Amelia Earnhart's Last Flight.," "Sojourner Truth's Valiant Soldier," "The Night They Drove Old Dixie Down," "Bread and Roses," and more.

# EARTH DAY CELEBRATION

In this workshop, students will learn songs from "The Green Songbook" (an educational classroom songbook) that seek to engage participants to help do our part to help the environment. There are songs about recycling, planting trees, keeping the air and waters clean, connecting with others with shared activism. Songs range from Native American songs "The Earth is our Mother" to a standard jazz song "What a Wonderful World" by Louis Armstrong.

This workshop can tie in and supplement literary studies pertaining to environmental awareness issues. We can write our own song or poems to share.

(SOLs and LLLCS can be modified for grades 1-12)

## Lifelong Learner Competencies

- 8. Explore and express ideas and opinions using multiple media, the arts, and technology.
- 10. Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.
- 12. Apply habits of mind and metacognitive strategies to plan, monitor, and evaluate one's own work.

## SOL's

### English:

**Grade 8:** 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.

- a) Identify intended audience.
- b) Use prewriting strategies to generate and organize ideas.
- d) Organize details to elaborate the central idea and provide unity.
- e) Select specific vocabulary and information for audience and purpose.