What’s the Big Idea?
Exploring the Lyrics of Jazz and Blues Music through Poetry

An Arts-Integrated Unit using Understanding by Design© by Megan Smith and Courtney Williams

What’s the Big Idea? Seminars are supported through grants from the John F. Kennedy Center for the Performing Arts and the Missouri Arts Council.
Exploring the Lyrics of Jazz and Blues Music through Poetry

Part 1: Music Performance Task

Note: This Jazz and Blues Unit, incorporating principles of Understanding by Design®, includes two related performance tasks to be concurrently implemented by a music teacher and a language arts teacher. Part 2, the Communication Arts Performance Task, is on pages 8-17.

Submitted by: Megan Smith and Courtney Williams
School District: Pleasant Hill R-III
For: 6th Grade Music and Communication Arts

Part 1: Music

What’s the Big Idea?

1. Topic that Leads to the Big Idea: Blues Music

2. The Big Idea: Students will understand how blues music communicates a personal message.

3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
   Students will:
   • perform a 12-bar blues accompaniment
   • play the guitar with precision
   • examine poetry
   • write blues lyrics
   • sing blues songs

4. The Essential Questions:
   How does music communicate a message?
   What problem-solving strategies can individuals use to manage conflict and change?
   What is worth fighting for?
   How does music communicate a message?

   How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.
   • Students will create personalized blues lyrics that demonstrate the history and motivation behind blues music.
   • Students will write a personal essay describing their experience and what they learned in this unit.
• Students will present one of the following performance tasks to the class along with a 12-bar blues accompaniment:
  1. Sing your lyrics along with guitar accompaniment.
  2. Using a G blues scale, improvise patterns along with the 12-bar blues accompaniment.
  3. Write a paragraph explaining the purpose and/or motivation for writing your lyrics.
  4. Create a piece of art supporting your blues song.
  5. If you have another idea, come and talk to me!

What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

**Fine Arts:**

**FA 1: Product Performance**

1. Develop and apply skills to perform and communicate through the arts.
   A. Independent Singing
      • Grades 6-8: Demonstrate singing skills using a singing voice
      • Grades 6-8: Match pitch in an appropriate range

**FA 1: Product Performance**

1. Develop and apply singing skills and communicate through the arts
   A. Repertoire
      • Grades 6-8: Apply stylistic elements needed to perform the music of various genres and cultures.

**FA 1: Product Performance**

1. Develop and apply instrumental music skills to perform and communicate through the arts
   A. Instrumental Performance Skills
      • Grades 6-8: Read and perform at least five pitches on a melodic instrument
      • Grades 6-8: Read and perform rhythms in simple meter
      • Grades 6-8: Read and perform a short song using effective expression and characteristic timbre.
   C. Repertoire
      • Grades 6-8: Perform a varied repertoire of music representing diverse cultures, genres, and styles

**FA 1: Product Performance**

3. Develop and apply improvisation skills in music to communicate through the arts
   A. Improvisation
      • Grades 6-8: Improvise short rhythmic and melodic patterns (blues scale)

**FA 2: Elements of Music**

1. Develop and apply the knowledge and skills to read and notate music.
   A. Rhythmic Notation
      • Grades 6-8: Interpret and Perform standard rhythmic notation in 2/4, ¾, 4/4, and 6/8 meter signatures using bar lines.
   B. Melodic notation
      • Grades 6-8: Identify and employ standard pitch notation in the treble clef, including one ledger line above and below the staff.

**FA 3: Artistic Perceptions**
1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.
   A. Musical Forms
   - Grades 6-8: Identify and analyze forms and composition techniques: DC/Fine
   - Grades 6-8: Identify forms used in selected ensemble repertoire (blues)

FA 4: Interdisciplinary Connections
1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts.
   A. Connections between music and related arts and humanities
   - Grades 6-8: Discuss ways that each of the arts can enhance understanding and communication globally.
   B. Connections between music and non-arts disciplines
   - Grades 6-8: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music.

FA 5: Historical and Cultural Contexts
1. Develop and apply the knowledge and skills to understand works of art in time and place.
   A. Genres and Styles
   - Grades 6-8: Identify characteristics of teacher-selected genres and styles: Jazz, American
   C. Music's role and function in Various Cultures
   - Grades 6-8: Describe the function of music in various settings and cultural events.

Communication Arts:
CA 4: Writing
2. Compose well-developed text
   A. Audience and Purpose
   - Compose text
     a. showing audience awareness
     b. choosing a form appropriate to specific topic and specific audience
   E. Conventions
     - In written text
       a. use conventions of capitalization
       b. use colon to introduce lists
       c. use correct pronoun case
       d. use dictionary, spell-check and other resources to edit for correct spelling
       e. write legibly

Process/Performance
Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies

Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to
1. plan and make written, oral and visual presentations for a variety of purposes and audiences
5. perform or produce works in the fine and practical arts

Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to
5. reason inductively from a set of specific facts and deductively from general premises
How Are You Going to Make it Happen?

Describe what the **teacher** will do; describe what the **students** will do.

The teacher will:

- present African American history, including civil war times, segregation, and civil rights movement and will review information with students with the think-pair-share questions: How do you think African Americans conveyed their emotions through music? How does the music you listen to today communicate emotion? What is one reason that Blues music developed?
- present information in textbook about blues artists Bessie Smith and Huddie Ledbetter, listen to and sing their music
- model blues singing and improvisation and give students the opportunity to sing and improvise
- present a YouTube video of current artist BB King and compare/contrast his music with earlier artists, Bessie Smith or Huddie Ledbetter, using guided reciprocal peer questioning
- model playing the guitar with one (G and C) and three (D7) finger chords
- model playing three notes on the first, second, and third guitar string, and use scans of guitar booklet on Smart Board to instruct students
- provide an article about blues music and a worksheet with guided questions. With a partner, students answer questions from the text
- read blues music as poetry from the book “Blues Journey,” pointing out African American dialect
- analyze the meaning of a blues text through open discussion/guided reciprocal peer questioning (possible question: What is the meaning of these blues lyrics?)
- read information on Blues lyrics in the textbook and have students brainstorm blues lyrics ideas that relate to their own lives; provide outline for writing lyrics
- read poem “Bound No’th Blues” from the textbook and have students identify similarities between the poem and blues music through Rally Robin discussion
- provide blues melodies to use with blues lyrics, time for working on differentiated projects in class, time for presentations in class, guided reflection sheet at completion of unit, and feedback and reinforcement of guitar playing skills

Students will:

- acquire skills and practice a 12-bar blues accompaniment using the G, C, and D7 chords
- demonstrate proper guitar-playing technique (pick, strumming, finger and body position, transitions between chords)
- examine the poetic qualities of blues music and create their own blues lyrics along with a given blues melody (unless they would like to compose them)
- sing blues songs, matching pitch in an appropriate range
- create personalized blues lyrics that demonstrate the history and motivation behind blues music
- choose from the following list of performance tasks to present along with a 12-bar blues accompaniment:
  1. Sing your lyrics along with guitar accompaniment.
  2. Using a G blues scale, improvise patterns along with the 12-bar blues accompaniment.
  3. Write a paragraph explaining the purpose and/or motivation for writing your lyrics
  4. Create a piece of art supporting your blues song.
  5. If you have another idea, come and talk to me!
- write a personal essay describing their experience and what they learned in this unit
## Music Performance Task Scoring Guide

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Advanced (4)</th>
<th>Proficient (3)</th>
<th>Basic (2)</th>
<th>Below Basic (1)</th>
</tr>
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<tbody>
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<td><strong>Blues Lyrics:</strong> Verses with aab form</td>
<td>Student creates two verses, each with three lines</td>
<td>Student creates one complete verse and one incomplete verse</td>
<td>Student creates two incomplete verses</td>
<td>Student creates part of one verse or no verses</td>
</tr>
<tr>
<td><strong>Blues Lyrics:</strong> Student creates personal blues lyrics</td>
<td>Student creates two meaningful blues verses that personally connect to his/her life</td>
<td>Student creates one verse that relates to his/her life and one that does not.</td>
<td>Student creates two verses that do not relate to his/her life.</td>
<td>Student creates one verse that does or does not relate to his/her life (1) OR no verses (0)</td>
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<td><strong>Guitar Technique</strong></td>
<td>Student plays the guitar with proper posture and pick technique throughout all 12 measures</td>
<td>Student plays the guitar with proper posture and pick technique throughout 8-11 measures</td>
<td>Student plays the guitar with proper posture and pick technique throughout 4-7 measures</td>
<td>Student plays the guitar with proper posture and pick technique throughout 0-3 measures</td>
</tr>
<tr>
<td><strong>Chords of 12-bar blues</strong></td>
<td>Student performs all chords (G, C, D7) correctly throughout the 12 measures.</td>
<td>Student performs 2 chords correctly through all 12 measures OR all chords correctly in 8-11 measures</td>
<td>Student performs 1 chord correctly through all 12 measures OR all chords correctly in 4-7 measures</td>
<td>Student performs 0 chords correctly through all 12 measures OR all chords correctly in 0-3 measures</td>
</tr>
<tr>
<td><strong>Transitions of 12-bar blues</strong></td>
<td>Student performs all 12 measures with smooth transitions</td>
<td>Student performs 8-11 measures with smooth transitions</td>
<td>Student performs 4-7 measures with smooth transitions</td>
<td>Student performs 0-3 measures with smooth transitions</td>
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<td><strong>Essay</strong></td>
<td>Student writes one paragraph with four details supporting their understanding of the Blues Guitar Unit</td>
<td>Student writes one paragraph with three details supporting their understanding of the Blues Guitar Unit</td>
<td>Student writes one paragraph with two details supporting their understanding of the Blues Guitar Unit</td>
<td>Students writes one paragraph with one or no details supporting their understanding of the Blues Guitar Unit</td>
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</table>

Total ________/24
## Project Scoring Guide

<table>
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<tr>
<th>Criteria: Project</th>
<th>Advanced (12)</th>
<th>Proficient (9)</th>
<th>Basic (6)</th>
<th>Below Basic (3)</th>
</tr>
</thead>
</table>
| **Project: Singing** | Meets all of the criteria:  
  _Matches Pitch_  
  _Sings Expressively_  
  _Understandable (Projects voice & diction)_  
  _Stays with the accompaniment_  
  _Ringing Tone Quality_  
 | Meets 3 of the criteria:  
  _Matches Pitch_  
  _Sings Expressively_  
  _Understandable (Projects voice & diction)_  
  _Stays with the accompaniment_  
 | Meets 2 of the criteria:  
  _Matches Pitch_  
  _Sings Expressively_  
  _Understandable (Projects voice & diction)_  
  _Stays with the accompaniment_  
 | Meets 1 of the criteria:  
  _Matches Pitch_  
  _Sings Expressively_  
  _Understandable (Projects voice & diction)_  
  _Stays with the accompaniment_  |
| **Project: Improvisation** | Meets all of the criteria:  
  _Uses pitches of the G blues scale_  
  _Varies the rhythm_  
  _Stays with the accompaniment_  
  _Ringing Tone Quality_  
 | Meets 3 of the criteria:  
  _Uses pitches of the G blues scale_  
  _Varies the rhythm_  
  _Stays with the accompaniment_  
  _Ringing Tone Quality_  
 | Meets 2 of the criteria:  
  _Uses pitches of the G blues scale_  
  _Varies the rhythm_  
  _Stays with the accompaniment_  
  _Ringing Tone Quality_  
 | Meets 1 of the criteria:  
  _Uses pitches of the G blues scale_  
  _Varies the rhythm_  
  _Stays with the accompaniment_  
  _Ringing Tone Quality_  |
| **Project: Writing** | Meets all of the criteria:  
  _Spelling_  
  _Grammar_  
  _4 supporting details_  
  _Explains blues lyrics_  
 | Meets 3 of the criteria:  
  _Spelling_  
  _Grammar_  
  _4 supporting details_  
  _Explains blues lyrics_  
 | Meets 2 of the criteria:  
  _Spelling_  
  _Grammar_  
  _4 supporting details_  
  _Explains blues lyrics_  
 | Meets 1 of the criteria:  
  _Spelling_  
  _Grammar_  
  _4 supporting details_  
  _Explains blues lyrics_  |
| **Project: Art** | Meets all of the criteria:  
  _Parallels students’ blues lyrics_  
  _Expresses the blues genre_  
  _Originality_  
  _Aesthetic Quality_  
 | Meets 3 of the criteria:  
  _Parallels students’ blues lyrics_  
  _Expresses the blues genre_  
  _Originality_  
  _Aesthetic Quality_  
 | Meets 2 of the criteria:  
  _Parallels students’ blues lyrics_  
  _Expresses the blues genre_  
  _Originality_  
  _Aesthetic Quality_  
 | Meets 1 of the criteria:  
  _Parallels students’ blues lyrics_  
  _Expresses the blues genre_  
  _Originality_  
  _Aesthetic Quality_  |

Total __________________/12

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Exploring the Lyrics of Jazz and Blues Music
Part 2: Communication Arts Performance Task

Note: This Jazz and Blues Unit, incorporating principles of Understanding by Design®, includes two related performance tasks to be concurrently implemented by a music teacher and a language arts teacher. Part 1, the Music Performance Task, is on pages 2-7.

Submitted by: Megan Smith and Courtney Williams
School District: Pleasant Hill R-III
For: 6th Grade Music and Communication Arts

Part 2: Communication Arts

What’s the Big Idea?

1. Topic that Leads to the Big Idea: Black History

2. The Big Idea: Students will understand contributions of the African American culture to American society.

3. Knowledge, Skills and Abilities Addressed as Learner Objectives:
Students will:
- create questions to guide their research of a famous blues or jazz composer
- use multiple resources to acquire information
- record information using a variety of note-taking/organizational strategies
- document research sources
- present using appropriate volume, rate of speech, and eye contact

4. The Essential Questions:
How have African Americans contributed to our society?
How does our past affect us today?

How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.
- Students will write a personal essay describing their experience and what they learned from this unit.
- Students will complete one of the following tasks to demonstrate their understanding of the blues or jazz composer they chose to research:
  1. Create a skit
2. Host/give an interview – assuming the role of the person researched
3. Create a piece of art (visual or performance)
4. Create a video (flip camera, Movie Maker, etc.)
5. Create a presentation (PowerPoint, Google Presentation, poster, etc.)
6. Other options available upon teacher approval

What Do Students Need to Learn?

6. Show-Me Standards and Grade-Level Expectations:

Communication Arts
CA 1: Reading
1. Develop and apply skills and strategies to the reading process
   D. Fluency
   Grade 6: Read grade-level instructional text
   a. With fluency, accuracy and expression
   b. Adjusting reading rate to difficulty and type of text
   F. Pre-Reading
   Grade 6: Apply pre-reading strategies to aid comprehension:
   a. Access prior knowledge
   b. Preview
   c. Predict with evidence
   d. Set a purpose and rate for reading
   G. During Reading
   Grade 6: During reading, utilize strategies to
   a. Determine meaning of unknown words
   b. Self-monitor comprehension
   c. Question the text
   d. Infer
   e. Visualize
   f. Paraphrase
   g. Summarize
   I: Making Connections
   Grade 6: Compare, contrast, and analyze connections:
   a. Text to text (information and relationships in various fiction and non-fiction works)
   b. Text to self (text ideas and own experiences)
   c. Text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)

3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times
C. Text Structures
Grade 6: Use details from text to
   a. Demonstrate comprehension skills previously introduced
   b. Paraphrase author’s stated ideas
   c. Make predictions
   d. Make inferences
   e. Evaluate the accuracy of the information
   f. Sequence events
   g. Compare and contrast
h. Identify point of view
i. Determine and/or compare authors’ viewpoints
j. Identify and explain cause and effect
k. Identify problem solving processes and explain the effectiveness of solutions
l. Analyze two or more texts

CA 2: Writing
1. Apply a writing process in composing text
   A. Writing Process
      Grade 6: Follow a writing process to
      a. Use appropriate prewriting strategies
      b. Generate a draft
      c. Reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice
      d. Edit for conventions
      e. Share writing
2. Compose well-developed text
   A. Audience and Purpose
      Grade 6: Compose text
      a. Showing awareness of audience
      b. Choosing a form appropriate to topic and specific audience
3. Write effectively in various forms and types of writing
   A. Forms/Types/Modes of Writing
      Grade 6: Compose a variety of texts,
      a. Using narrative, descriptive, expository, and/or persuasive features
      b. Including a summary (narrative or informational)

CA 3: Listening and Speaking
1. Develop and apply effective listening skills and strategies
   A. Purpose for Listening
      Grade 6: Listen
      a. For enjoyment
      b. For information
2. Develop and apply effective speaking skills and strategies for various audiences and purposes
   A. Discussion and Presentation
      Grade 6: In discussions and presentations,
      a. Speak clearly and stay on topic
      b. Use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact

Process/Performance Standards:
Goal 1
1. Develop questions and ideas to initiate and refine research
2. Conduct research to answer questions and evaluate information and ideas
4. Use technological tools and other resources to locate, select and organize information
5. Comprehend and evaluate written, visual and oral presentations and works
7. Evaluate the accuracy of information and the reliability of its sources
8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies

Goal 2
1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
2. Review and revise communications to improve accuracy and clarity

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3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences
5. Perform or produce works in the fine and practical arts

How Are You Going to Make it Happen?

Describe what the teacher will do; describe what students will do.

The teacher will:
- present information about the Underground Railroad using an interactive website: http://www.nationalgeographic.com/railroad/
- read *Through My Eyes* by Ruby Bridges to provide an autobiographical account of Ruby Bridges’s life; prompt students through note-taking and summarization activities
- read *When Harriet Met Sojourner* by Catherine Clinton to provide information about Harriet Tubman and Sojourner Truth
- read *Testing the Ice: A True Story About Jackie Robinson* by Sharon Robinson (Jackie Robinson’s daughter)
- provide a nonfiction article about Martin Luther King, Jr. for students to read independently; prompt students through note-taking and summarization activities
- provide copies of *Scholastic News*, Feb. 15, 2010 edition, which focuses on Black History; guide students through comprehension activities (predicting, inferring, summarizing, paraphrasing, etc.)
- guide students in a discussion to help them generate research questions
- provide print and online resources for students to use during the research process
- provide graphic organizers to collect information during research
- provide class time to work on culminating project

Students will:
- create questions to guide their research of a famous blues or jazz composer
- use multiple resources to acquire information about the history and accomplishments of a famous blues or jazz composer
- record information using a variety of note-taking/organizational strategies
- accurately document research sources used to acquire information about blues and jazz composers

**Note:** The following pages include:
1. Scoring Guide
2. Research Project Details
3. List of Artists
4. Research Project Notes Page
5. Resources
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<td>What is he/she famous for?</td>
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<td>How did he/she accomplish this?</td>
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<td>During what time period was this person famous?</td>
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<td>Connection to your life</td>
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<td>How this person impacted society</td>
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<td>Project and notes turned in on time</td>
<td>n/a</td>
<td>Project OR notes turned in on time, but not both</td>
<td>Project and notes turned in late or not at all.</td>
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<td>Project on time</td>
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<td></td>
<td>Notes on time</td>
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| Total Points: __________ / 60 |
Blues and Jazz Research Project

Your assignment is to research a famous blues or jazz artist. This person can be living or deceased. You will select the person you are to research from a list in class. **Please include the following information** in your project if you wish to receive an A for your work.

- Date of birth/place of birth
- Family information (parents’ names, siblings, etc.)
- Early childhood information (where they grew up, anything special that happened to them at this time, etc.)
- Family influences (if applicable)
- Schooling information (colleges/universities)
- Marriage, kids (if applicable)
- Contribution (what is this person known for, and how did he/she accomplish this – what was his/her path to success?)
- Some popular songs credited to this artist
- Time period affected by this person (what years did he/she play, compose, or perform?)
- Problems faced
- Connection to your life
- Death date, or are they still living?
- In your opinion, how did this person impact the society we live in today?

**Project Options**

- Create a skit
- Host/give an interview – assuming the role of the person researched
- Create a piece of art (visual or performance)
- Create a video (flip camera, Movie Maker, etc.)
- Create a presentation (PowerPoint, Google Presentation, poster, etc.)
- Other options available upon teacher approval

**Bibliography:**

You need to include a bibliography with your project. This is a sheet that will list all the resources you used. You should use multiple resources; it is best to use a mixture of book/internet/database resources. This will also be part of your grade.

**Oral Report:**

You will present your project in class. You will receive a grade on your presentation. I will look for the following: good eye contact; loud, clear voice; standing up straight, tall, and still; no hands in pockets; proper behavior (no laughing, chewing gum, etc.); your behavior while other students present.
Blues and Jazz Artists

John Coltrane
Charlie Parker
Miles Davis
William C. Handy
Sam “Lightnin” Hopkins
Chester Arthur Burnett (“Howlin’ Wolf”)
Ella Fitzgerald
Sarah Vaughan
Harry Connick, Jr.
Frank Sinatra
Ray Charles
Eric Clapton
Bonnie Raitt
Huddie Ledbetter (“Lead Belly”)
Mamie Smith
Corey Harris
Jimi Hendrix
Son House
Mississippi John Hurt (John Smith Hurt)
Skip James
B.B. King
Muddy Waters (McKinley Morganfield)
Koko Taylor (Cora Walton)
Count Basie
Louis Armstrong
Duke Ellington
Rosco Gordon
Buddy Guy
Bessie Smith
<table>
<thead>
<tr>
<th>Birth date:</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth place:</td>
<td></td>
</tr>
<tr>
<td>Parents:</td>
<td></td>
</tr>
<tr>
<td>Siblings:</td>
<td></td>
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<tr>
<td>Family influences:</td>
<td></td>
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<tr>
<td>Other interesting/important childhood facts:</td>
<td></td>
</tr>
<tr>
<td>Education:</td>
<td>Notes</td>
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<tr>
<td>Married to:</td>
<td></td>
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<tr>
<td>Children:</td>
<td></td>
</tr>
<tr>
<td>Influences (family or other):</td>
<td></td>
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<tr>
<td>Other interesting/important facts:</td>
<td></td>
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<tr>
<td>Question</td>
<td>Notes</td>
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<td>------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>What is he/she famous for?</td>
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<tr>
<td>How did he/she accomplish this?</td>
<td></td>
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<tr>
<td>During what time period was this person famous?</td>
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<tr>
<td>What were some problems this person faced?</td>
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<tr>
<td>What connection does this person’s accomplishment/career have to your life today?</td>
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<tr>
<td>How has this person impacted society?</td>
<td></td>
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<tr>
<td>Well-known songs:</td>
<td></td>
</tr>
<tr>
<td>Is this person still alive? If not, when did he/she pass away?</td>
<td></td>
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</tbody>
</table>
Research Resources

Ella Fitzgerald: A Twentieth-Century Life by Stone, Tanya Lee
Duke Ellington: Jazz Master by Brown, Gene
A History of American Music: Jazz by Handyside, Christopher
A History of American Music: Rock by Handyside, Christopher
A History of American Music: Blues by Handyside, Christopher
Who Was Louis Armstrong? by McDonough, Yona Zeldis
Ray Charles: Find Another Way! by Sloate, Susan
Music: Jazz and Blues by Brasch, Nicolas
Louis Armstrong: Journey to Freedom by Fahlenkamp-Merrell, Kindle
Duke Ellington by Pinkney, Andrea and Brian
Duke Ellington by Venezia, Mike
Jimi Hendrix by Gelfand, Dale Evva
Jimi Sounds Like a Rainbow by Golio, Gary
African American Biographies: Bessie Smith by Manera, Alexandria
Charlie Parker Played Be Bop by Raschka, Chris
Charlie Parker: Musician by Frankl, Ron
Miles Davis: Jazz Master by Dell, Pamela
Ella Fitzgerald: The Tale of a Vocal Virtuosa by Pinkney, Andrea Davis
Louis Armstrong (Graphic Biographies) by O’Hern, Kerri
Louis Armstrong by Holland, Gini
Louis Armstrong: Musician by Partridge, Kenneth
Louis Armstrong: Jazz Legend by Raum, Elizabeth
Louis Armstrong and the Jazz Age by Elish, Dan
Play, Louis, Play! The True Story of a Boy and His Horn by Weinstein, Muriel Harris
Louis Armstrong by Schuman, Michael
Ray Charles: Musician by Hubbard-Brown, Janet
Ray Charles and the Birth of Soul by Wood, Adam
Ray Charles: Young Musician by Sloate, Susan
Ray Charles by Ford, Carin
Ella Fitzgerald: First Lady of Jazz by Schoeneberger, Megan
Every Day I Sing the Blues: The Story of B.B. King by Shirley, David
Jazz Stars by Rennert, Richard
Duke Ellington by Ford, Carin