

Teaching with Primary Sources—CRP

LIBRARY OF CONGRESS

# TEACHING WITH PRIMARY SOURCES

Consortium Member

## Lesson Plan: The History of Southern Appalachian Music

Recommended Grades: 4<sup>th</sup>

Subjects: SS, Elementary Music

Time Required: Introductory lesson to unit – 1 class period (45 min)

Author: Sherry Grove

Editor:

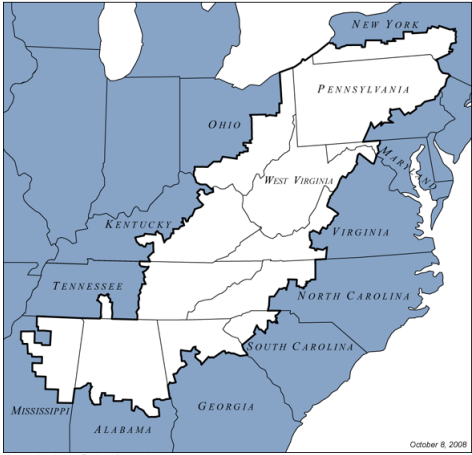


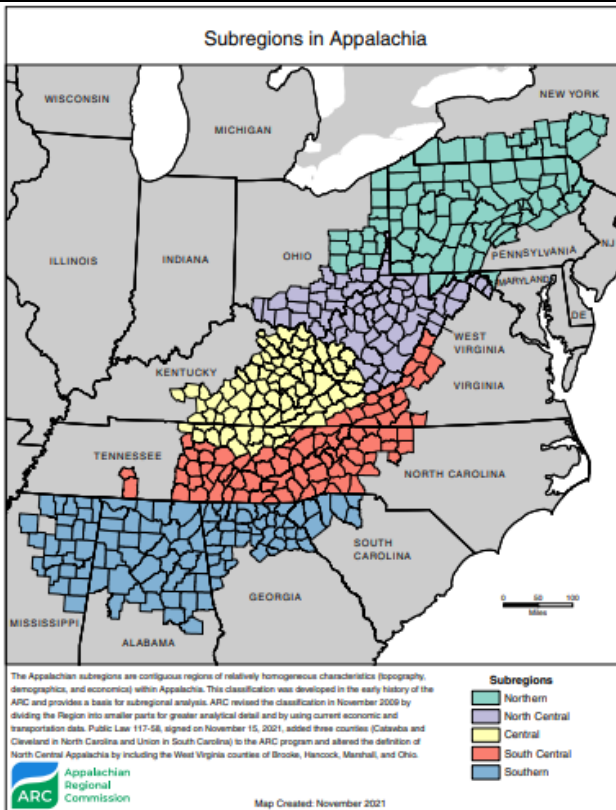
### Overview

In this lesson, students will use primary sources to learn about the history of Southern Appalachian music, including the instruments commonly used in the traditional music of the region. Students will be able to show where the Southern Appalachian region is on a map. They will understand the history of music from the region; including common instruments and ballad singing.

### North Carolina Curriculum Standards:

- Social Studies
  - 4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.
  - 4.G.1.1 Compare the development of various geographic regions in North Carolina using geographic tools and representations.
- Music
  - 4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina
  - 4.CR.1.2 Understand the relationships between music and concepts from other areas.

Primary Sources	
	<p><b>Title:</b> Map of the Appalachian Region of the US <b>Medium:</b> Map <b>Creator(s):</b> Unknown <b>Date Created/Published/Modified:</b> October 8, 2008 <b>Reproduction Number:</b> n/a <b>Rights Advisory:</b> n/a <b>Call Number:</b> n/a <b>Repository:</b> n/a <b>Source:</b> Appalachian Regional Commission &amp; <a href="https://www.thisappalachialife.com/single-post/2017/04/27/whatwherewho-is-appalachia">https://www.thisappalachialife.com/single-post/2017/04/27/whatwherewho-is-appalachia</a>  <b>Date Last Modified:</b> April 19, 2005</p>





**Title:** Subregions in Appalachia  
**Medium:** Map  
**Creator(s):** Unknown  
**Date Created/Published/Modified:** November 2021  
**Reproduction Number:** n/a  
**Rights Advisory:** No known restrictions on publication.  
**Call Number:** n/a  
**Repository:** n/a  
**Source:** [https://www.arc.gov/wp-content/uploads/2021/11/Subregions-in-Appalachia\\_2021\\_Map.pdf](https://www.arc.gov/wp-content/uploads/2021/11/Subregions-in-Appalachia_2021_Map.pdf)



**Title:** Map of Western North Carolina  
**Medium:** Map  
**Creator(s):** unknown  
**Date Created/Published/Modified:** unknown  
**Reproduction Number:** n/a  
**Rights Advisory:** No known restrictions on publication.  
**Call Number:** n/a  
**Repository:** n/a  
**Source:** <https://www.ncwaterfalls.com/info1.htm>



**Title:** Bog Trotters Band members  
**Medium:** Photographic Print  
**Creator(s):** Unknown  
**Date Created/Published/Modified:** 1937  
**Reproduction Number:** LC-DIG-ppmsc-00410 (digital file from original) LC-USZ62-32440 (b&w film copy neg.)  
**Rights Advisory:** No known restrictions.  
**Call Number:** LOT 7414-D, no. N127 [P&P]  
**Repository:** Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA  
**Source:** <https://www.loc.gov/pictures/resource/cph.3a32967/?co=lomax>

	<p><b>Title:</b> Appalachia's Ballad Singing Tradition  <b>Medium:</b> Video  <b>Creator(s):</b> unknown  <b>Date Created/Published/Modified:</b> unknown  <b>Reproduction Number:</b> n/a  <b>Rights Advisory:</b> No known restrictions on publication.  <b>Call Number:</b> n/a  <b>Repository:</b> n/a  <b>Source:</b> <a href="https://www.youtube.com/watch?v=46Ak7vs-Gko">https://www.youtube.com/watch?v=46Ak7vs-Gko</a></p>
	<p><b>Title:</b> Bill Monroe -Blue Grass Breakdown (1965)  <b>Medium:</b> Video  <b>Creator(s):</b> unknown  <b>Date Created/Published/Modified:</b> 1965  <b>Reproduction Number:</b> n/a  <b>Rights Advisory:</b> No known restrictions on publication.  <b>Call Number:</b> n/a  <b>Repository:</b> n/a  <b>Source:</b> <a href="https://www.youtube.com/watch?v=KYTvj9Z_rlo">https://www.youtube.com/watch?v=KYTvj9Z_rlo</a></p>

<p>This introduction will allow students to connect to the content by allowing them to discover that they live in the Appalachian region.</p>	
<p>Step 1</p>	<p>Class discussion regarding the location of the Appalachian region.</p> <ul style="list-style-type: none"> <li>• Students will look at a map of the Appalachian region.</li> <li>• Students will be asked to discuss where they live in relationship to the region.</li> <li>• The teacher will guide the students to discover that they live in the Appalachian region.</li> </ul>
<p>Step 2</p>	<p>Think-Pair-Share</p> <ul style="list-style-type: none"> <li>• Students are asked to compare the map of the sub regions of Appalachian and the map of Western North Carolina.</li> <li>• As partners they will locate the county where they live, then they will compare the two maps and figure out the part of Appalachia where we live.</li> </ul>
<p>Formative Assessment</p>	<p>Teacher will evaluate whether or not the students were able to list their home county and identify the sub region of Appalachian where they reside.</p>

<p>This will help students examine pictures of the past and make connections between the past and their own experiences.</p>															
<p>Step 1</p>	<p>Teacher will post the picture of the Bog Trotters Band.</p>														
<p>Step 2</p>	<p>Students will spend about 5 minutes looking at the picture. They will make one observation about the picture, one connection to the picture, and ask one question about the picture. They will record this on their reflection sheet.</p>														
<p>Reflection Sheet</p>	<table border="1"> <tr> <td data-bbox="402 1747 620 1778">My Observation</td> <td data-bbox="808 1747 1010 1778">My Connection</td> <td data-bbox="1221 1747 1393 1778">My Question</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	My Observation	My Connection	My Question				<table border="1"> <tr> <td data-bbox="808 1747 1010 1778">My Connection</td> <td data-bbox="1221 1747 1393 1778">My Question</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	My Connection	My Question			<table border="1"> <tr> <td data-bbox="1221 1747 1393 1778">My Question</td> </tr> <tr> <td> </td> </tr> </table>	My Question	
My Observation	My Connection	My Question													
My Connection	My Question														
My Question															
<p>Formative Assessment</p>	<p>Students will be asked to share their reflections.</p>														

Students will learn about a very important part of Southern Appalachian music; ballad singing.	
Step 1	Teacher will lead a class discussion of the history of Southern Appalachian music.
Step 2	Students will watch a video introducing them to ballad singing.
Step 3	Teacher will lead a discussion about ballad singing and its role in Southern Appalachian music.
Formative Assessment	Students will be asked to describe ballad singing in their own words during the discussion.

Students will be introduced to bluegrass music and its connection to Southern Appalachian music.	
Step 1	Students will learn that Bluegrass music is rooted in Southern Appalachia.
Step 2	Students will watch a video of Bill Monroe and the Bluegrass Boys.
Step 3	Following the discussion students will be asked to identify the instruments used in the video. They will also be led in a discussion about the “breaks,” where band members would take turns playing the lead.
Formative Assessment	Students will be able to identify the “breaks” in the video.