Tracing Lineages
Curriculum Unit Plan Overview

Christine C. Gayles

Unit Title	**Journey to Bronzeville: Music, Movement, and Migration**
Unit Length (How long and how often)	3 Weeks/ 4 Days a Week 1 Week of Review and Practice For Celebration of Learning Lessons are taught in a whole group setting for the duration of the unit
Grade Level(s)/Subject(s)	Pre-K4/ Push-In Model/ Black History Month
Unit Overview (Include unit narrative of at least 200 words with compelling question)	What does history sound like? This unit takes our youngest learners on a journey to historic Bronzeville to discover how the Great Migration changed the world of music. Using primary sources from the **Library of Congress**, students will look at old photographs and documents to learn about the people who moved to Chicago and created Blues, Gospel, and Jazz. We will use music as a bridge for oracy and peer conversations, focusing on the emotions and "feelings" expressed through these genres. It's a sensory-rich exploration of our city's landmarks and legends that proves you're never too young to engage with history. Through sensory play, rhythmic movement, and intentional oracy, learners will: ● **Analyze** landmarks, monuments, and historical figures to spark critical thinking. ● **Connect** with the lived experiences of the past through the "shared human experience" of music. ● **Collaborate** in an inclusive environment that honors the feelings and rhythms that shaped the soul of Chicago. The compelling question/theme: **How does music help us feel, play, and belong together?**

<table>
<tr><td>Objectives & Outcomes (Supporting questions)</td><td>Students will be able to…

1. Identify three distinct Black musical genres with a Chicago Influence.
2. Identify what feelings each musical genre evokes.
3. Orally state or visually show what the Great Migration was.

Inquiry Questions:
1. Can music have a feeling?
2. Why do people move from one place to another?</td></tr>
<tr><td>Standards</td><td>Unit Snapshot

Focus: Equity, Oracy, and Chicago Music History

<table>
<tr><th>Domain</th><th>IELDS Standard</th><th>Creative Curriculum (GOLD)</th><th>Student-Friendly Goal</th></tr>
<tr><td>History/Social Studies</td><td>16.A.ECa: Recall information about the past.</td><td>12a: Recognizes and recalls.</td><td>"I can find clues in an old picture of Chicago."</td></tr>
<tr><td>Language (Oracy)</td><td>1.A.ECc: Provide relevant comments in discussion.</td><td>10a: Engage in conversations.</td><td>"I can talk to my friends about how a song feels."</td></tr>
<tr><td>Music/Arts</td><td>25.A.ECc: Describe or respond to creative work.</td><td>34: Explores musical concepts.</td><td>"I can move my body to the rhythm of the Jazz."</td></tr>
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<tr><td>Social-Emotional</td><td>2A.ECa: Recognize and label basic emotions.</td><td>9d: Learning the value of diversity.</td><td>"I can use music to connect with everyone in my class."</td></tr>
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<tr><td>Unit Resources</td><td>
<u>Read Aloud Texts:</u>

Muddy: The Story of Blues Legend, Muddy Waters

Sing a Song: How Lift Every Voice and Sing Inspired Generations Book by Kelly Starling Lyons

What a Wonderful World: Bob Thiele and George David Weiss
LOC Documents:

<table>
<tr><td>Blues:
• <u>Muddy Waters at Checkerboard Lounge</u></td><td>Gospel:
• <u>Mother of Gospel Music</u>
• <u>Father of Gospel Music</u>
• <u>Pilgrim Baptist Church</u>
• <u>Pilgrim Baptist Church Churchgoers</u></td></tr>
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Jazz: • Regal Theatre • Louis Armstrong	Bronzeville : • Apartment Buildings • Children Playing • Great Migration Monument Great Migration: • Fancy Clothes • Map of Chicago • Chicago Defender Letter to the North

TIME: Great Migration Photo

Teaching Materials:

Charged Laptop, bluetooth speaker, (**tangible instruments that connect with the musical themes:** I used a harmonica, keyboard, guitar, tambourine, maracas, drum, and hand bells)
Expo Markers, whiteboard, construction paper, feelings scarves, tissue papers, craft papers, glue sticks, paint sticks, crayons, markers, printed out Library of Congress documents, queued youtube videos.

Additional Resources:

Interview with my 97 year old grandmother, Reverend Nora Moore.

Performance Task(s)	1. Formal Assessment: Historical & Musical Foundations Students will identify musical genres, and which group of people traveled to Chicago during the Great Migration. 2. Open-ended Expression: Students will demonstrate through conversations and drawings 3. Great Migration Collage: Students will demonstrate their understanding of the migrant experience through a visual performance task. Utilizing a curated selection of symbolic icons and imagery related to the Great Migration, students will construct a collage that serves as a visual narrative. This task assesses the student's ability to translate historical concepts into a cohesive, symbolic representation of the journey toward the "Black Metropolis.
Accessibility Needs for Children Across Ability and Language	For Multilingual Learners: ● Visual Supports: Use pictures, gestures (Total Physical R), and realia (real objects like a simple harmonica or microphone) for every new vocabulary word. ● Repetition: Repeat key terms and instructions slowly, consistently, and clearly. ● Home Language: Allow and encourage communication and expression in the home language. Provide summaries or vocabulary in the home language for family connection. ● Low-Stress Participation: Use choral response, echoing, and pairing with peers to reduce pressure for individual oral performance. For Students with Disabilities: ● Sensory Input: Incorporate options for tactile (feeling the beat/vibrations), visual (colored scarves, light/dark cues), and auditory (headphones for sensitive ears, instruments for loud play). Motor Access: Offer alternative response modes (e.g., pointing, vocalizing, using adaptive switches, or small motor movements) for tasks that require complex gross motor skills (dancing, clapping). Structure and Routine: Maintain a consistent, predictable routine for the unit. Use visual schedules (pictures of the day's activities) to help with transitions. Clear Expectations: Break down complex actions into single, manageable steps with minimal distractions.

	Allow for frequent breaks as needed.

Week 1 Theme: The Blues

Lesson 1: Introduction to “Feelings Music:” What are the Blues? How Do They Make You Feel?

Lesson Objective(s) and Supporting Question(s):
Lesson Objective: Students will be introduced to a musical genre. Supporting Questions: What are the Blues and how does it make you feel? SWBAT: Engage in Conversations SWBAT: Identify How Music Makes Them Feel?
Lesson Materials and Resources
All About the Blues for Kids - Educational Video for Kids Vocabulary For the Week: ***Blues, Guitar, Harmonica, Fast, Slow, Sad, Happy, Stomp, Clap, and Slide*** Poster or Jar Yellow and blue squares gluestick
• **The Feeling Jar or Poster:** Listen to a blues song (e.g., Muddy Waters' "Mannish Boy)Have students place a colored stone in a jar to show how the music makes them feel (Blue for sad/calm, Yellow for happy/energetic).

Lesson Activities
Introduce Vocabulary and provide a gesture or visual to go along with the words (example: air guitar for guitar, for feelings, create new displays, or connect to images you've already used throughout the school year.) Recall a previous lesson or learning on feelings and emotions to recall what the feelings mean. If students are unclear, use visuals. Discuss how people look and feel in certain situations and how they cope. That helps to lead into the lesson on Blues music. Let's watch a video: **All About the Blues for Kids - Educational Video for Kids** **Music:** Students will listen to Mannish Boy **don't go past 3:02 of song. Even if you have to restart the song. After 3:02 the lyrics are not so kid-friendly.** **Movement:** Students will stand on carpet and incorporate Total Physical Response by applying the vocabulary words by Clap, stomp, slide to the beat for the duration of the song. If you make the visuals large enough, you can just point and have students practice showing their understanding of the vocabulary. As a transition to line up for next class, students will select a yellow or blue tissue paper and paste it on the poster to share how the music made them feel.
Lesson Materials:
Listed Above

Lesson 2: Muddy Waters Read Aloud

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Students will understand that people move to new places to follow their dreams (The Great Migration) and that music can express how we feel (The Blues). Supporting Questions: Where did he start his journey? Where did he go? SWBAT Engage in conversations. SWBAT Provide relevant comments about the past. SWBAT Describe or respond to creative work.
Lesson Materials and Resources
Muddy: **The Story of Blues Legend, Muddy Waters**
Lesson Activities
Intentional Read Aloud: Focus of the contrast between the two settings in the book. The South (Mississippi) Point out the red mud and the sound of the wind. *Action*: Have students pretend to play a guitar made of the cigar box like Muddy did. The Move: When Muddy gets on the train, have everyone make “chugga-chugga” motions. Explain: He’s moving to the city to find a new job and play his music!” The North (Chicago) Show the bright colors and the “electric” feel of the city.

Observation: Ask: “How does the city look different from the farm?” Extension: The Blues Train Purpose: Explore Call and Response: Teacher: says we need to move the train. We have to work together. When I say *Chugga Chugga. Teacher motions chugga chugga motion (rotation of arms forward and backward)* Students say: Choo Choo (Like ringing the horn on a truck) Walk around the class only moving based on the back and forth of the call and response game. Let students know this is a tradition in some black musical genres.
Lesson Materials
Listed above

Lesson 3: The Chicago Connection and LOC Documents

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Discuss historical documents from the past. Supporting Questions: What is something you notice in this old photograph? How do the musicians' faces look? How do you think they feel? SWBAT recall information about the past. SWBAT discuss feelings SWBAT provide relevant comments in a discussion SWBAT recognize feelings and emotions **LOC Doc Connection:** Muddy Waters is a musician that moved to Chicago during the Great Migration to be a full-time blues musician.
Lesson Materials and Resources
LOC Document: Muddy Waters at Checkerboard Lounge, (enough handouts to circulate around the classroom) Anchor Chart to dictate student responses, Marker to record responses, acoustic and electric Guitar coloring sheets, crayons, markers, paint sticks
Lesson Activities
Students will examine this LOC photo: Muddy Waters at Checkerboard Lounge The teacher prefaces the activity by saying we are observing people who lived a long time ago. One of those people is Blues legend Muddy Waters. Muddy Waters lived in the Bronzeville Area when he moved to Chicago. The teacher will lead a discussion on what students notice happening in the picture. We are looking to see what we notice in this picture. **Questions to ask:** 1. When you look at the faces of the musicians in the photo, how do you think they are feeling? How do you know? 2. What instruments do you see the band members holding in their hands? 3. What do you think the microphone is for? Why is that important to the musician? 4. Do you see any wires or boxes near the band members? Why do you think that is? 5. Where do you think the music is being played? How do you know? 6. Do you think this is in a city or near a farm?

7. Are there any instruments? Do these instruments need to be plugged in or can they work properly by themselves? Lesson Extension: The Shape of the Guitar **"The Guitar Shape":** Trace the shape of a guitar. Look at the LOC document and focus on the guitar instrument in the photo. Have students trace the shape of the guitar in the air. Allow students to go to the table and color either an electric guitar or an acoustic guitar.
Lesson Materials
Listed Above

Lesson 4: Explore Musical Instruments and Call and Response

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Students will explore different musical instruments and musical sounds produced. Students will participate in the tradition of *Call and Response* Supporting Question: How should we use instruments? How can we work together to make the train go? SWBAT explore musical concepts.
Lesson Materials and Resources
Physical Harmonica and Guitar or Youtube videos on the instruments. The Guitars of Early Blues and The Guitars of Early Blues
Lesson Activities
Listen to a Harmonica lesson: Harmonica Lesson Pass harmonica around, but encourage students not to put their mouths on the instrument, unless you are able to provide instruments for all. Allow students to explore the instruments with their hands and eyes. What do they notice? Listen to a video on: The Guitars of Early Blues Allow students to explore the strings of the acoustic guitar. Make the connection that this type of guitar is from the old South. When musicians like Muddy Waters moved from Mississippi, they changed to the electric guitar with the amplifier to match the fast and electric sounds of the North in places like Chicago. Extension Play Sweet Home Chicago and ask students which instruments they hear. Students can move their bodies to the music. Do they hear any familiar instruments?

Lesson Materials
Listed above

Week 2 Theme: Gospel

Lesson 1: What is Gospel Music? How Does It Make You Feel? What is an Interview?

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Students will be introduced to the Gospel music genre. Gospel is about Joy and Spreading good news. Students will be introduced to Famous *Queen of Gospel*, Mahalia Jackson Supporting Questions: What is Gospel music and how does it make them feel? What is an interview? SWBAT: Engage in Conversations SWBAT: Identify How Music Makes Them Feel? **Vocabulary: Gospel, church, choir, congregation, interview, praise dance, and Tambourine.** The relevance of these videos is that Mahalia Jackson was a singer who took part in the Great Migration from the South to the North. She went from New Orleans to Chicago. She used to sing in what is now Bronzeville at the New Salem Baptist Church.
Lesson Materials and Resources
Youtube Videos: 1963 Interview by Studs Terkel Studs Terkel on Legendary Gospel Singer Mahalia Jackson Children Mime/Praise Dancers Children's Choir
Lesson Activities
What is Gospel Music? Gospel is music about good news and joy. Key Vocab: Quickly touch on **church, choir** and **congregation**. Explain that Gospel music isn't just for listening, but also for feeling. It uses instruments like the tambourine and movement like Praise dance. The Queen of Gospel & The Interview: Introduce Mahalia Jackson using : Mother of Gospel Music photo from the Library of Congress

What is an interview? Explain it is a conversation where one person asks a question to learn another's story. Mahalia's journey: Introduce Mahalia Jackson. Explain she moved from New Orleans to Chicago during the Great Migration for a better life. Play 1963 Interview by Studs Terkel (Focus on the part where she speaks about wanting to "love, not hate.") Do an empathy check: Ask: *"Mahalia sang for everyone, but some restaurants wouldn't let her eat there because of her skin. How do you think that made her feel? How would you feel?"* (Keep this brief/open-ended). The Music Moves Us: Discuss how just like people moved North to South, sometimes the power in people's voice can move people and impact their feelings. Point out how happy Studs looks and sounds just talking about Mahalia's voice. Even though the building she sang in is gone, her music still makes people feel moved. Kids in Action: Play Children Mime/Praise Dancers Ask students to watch the dancers' faces. Do they look like they are spreading "Good News?" Sing Along: Children's Choir Encourage students to clap along or mimic the light with their hands. This lets them physically experience the joy discussed throughout the lesson. Wrap Up: Reflect: *"If Gospel music is 'Good News,' what is one piece of good news you want to share today?"* *Or* *"What are some questions you could ask my 97 year old grandma about her migration from Mississippi to Chicago?"* *Transition to Specials by sharing some good news.* *(For pacing, don't play the videos in their entirety, do vocabulary on the fly, rather than formal)*
Lesson Materials
Listed above

Lesson 2: Sing A Song Read Aloud

Lesson Objective(s) and Supporting Question(s)
Lesson Objectives: Supporting Questions: This is a Second Read for this book. Students read this book for Black History Month. In the Second Read, the focus of the book will be connecting the themes of the Great Migration. I will reiterate how the song spoke about freedom and victory. Many people in the South viewed the North, (places like Chicago) as a better life. Key Vocabulary: **Journey**- a long trip **Migration**: When many people or animals move to a new home at the same time. **Bravery**- doing something new even if it feels a little scary. SWBAT: Engage in conversations. SWBAT to provide relevant comments about the past. SWBAT Describe or respond to creative work
Lesson Materials and Resources
Sing a Song: How Lift Every Voice and Sing Inspired Generations **Book by Kelly Starling Lyons** Vintage Suitcase or cardboard cut-out Anchor Chart and Marker to record student responses. Images: Chicago Defender Letter to the North, TIME Great Migration image

Lesson Activities
Students will follow along for Read Aloud Mention how the song is the Black national anthem and that it derived from hymns, part of the black tradition. Hymns inspired Gospel music. Emphasize the choir and how choirs are a big part of Gospel Music. There are soloists, but many times Gospel music is sung in a group. Pause for the pages with passengers on the bus travelling. Talk about how going from Jacksonville to Pittsburgh is going from the South to the North and that is what many people did from Mississippi to Chicago. Use the illustration in the book where the family is gathered around the piano in a city apartment. Point out how they are still singing the same song they sang before they moved. It shows that even when we move, our traditions stay with us. Continue to read and try to weave in the many different connections but remain surface level and developmentally appropriate. I chose to focus on the image of the newspaper and connect it to the Chicago Defender and talk about how it was used to spread news. “What Would You Pack In Your Suitcase, If You Were Making A Big Move? Setup: Bring in vintage suitcase or cardboard box Task: Show pictures of people moving during the great migration and the letters sent through the Chicago Defender from the LOC. Discussion: Ask, “If you were moving to a brand new place, what would you bring ?” Connection: Explain that many people brought the song “Lift Every Voice and Sing” in their hearts to help them feel strong during the long journey to the North. Wrap Up: Show the LOC document: Chicago Defender Letter to the North, and read it to students. Reiterate that there was a community of people in Chicago that wanted to help others who were arriving from the south. This speaks to the role the Black church played during the Great Migration.
Lesson Materials
Listed above.

Lesson 3: The Chicago Connection and LOC Documents

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Discuss historical documents from the past. Supporting Questions: What is something you notice in this old photograph? What type of clothes are the people wearing? Would these be clothes you wear all the time or for special occasions? How do you know? Look at the people in the picture. How do you think they feel? SWBAT recall information about the past. SWBAT discuss feelings. SWBAT provide relevant comments in a discussion. SWBAT recognize feelings and emotions. SWBAT to engage in teacher facing strategy that builds oracy. (echo-talk)
Lesson Materials and Resources
LOC Documents: • Father of Gospel Music • Pilgrim Baptist Church - • Pilgrim Baptist Church Churchgoers
Lesson Activities
We are going to look at old photos, discuss them, and engage in a strategy to help us become better talkers, Echo Talk. Meet the Father of Gospel Music: Pass photos around the carpet. Allow students to explore and examine the photographs. Inform students that the first ever recorded Gospel song was made at the Pilgrim Baptist Church by a musical composer, Thomas Dorsey. Father of Gospel Music He used his instruments like the piano to tell stories, just like we use our voice. **Echo-Talk:** * *Teacher:* "Thomas Dorsey..." (*Students echo*)

- *Teacher:* "...The Father of Gospel!" (*Students echo*)

Connection: Ask students to pretend their laps are pianos and "play" a happy story.

Pass around Photos:
Pilgrim Baptist Church - This picture was taken in 1941 during the Great Migration.

Supporting Questions:

The Clothes: "Look at the people outside the church. Are they wearing pajamas? Are they wearing play clothes? How do you know these are 'special' clothes?" (Guide them toward terms like *fancy*, *suits*, *hats*, *Sunday Best*).

The Crowd: "There are so many people! During the Great Migration, many families moved to Chicago to find a better life. The church was a place where everyone gathered to feel safe and happy."

Echo-Talk

Teacher: "Pilgrim Baptist Church..." (*Students echo*)

Teacher: "...A place for the community!" (*Students echo*)

Identify Feelings: Pilgrim Baptist Church Churchgoers- This is a picture outside the same church during the Great Migration. It was an Easter Sunday and the church goers had on fancy clothes.

Focus on the photo of the churchgoers on Easter Sunday.

Observation: "Look at their faces. It was Easter Sunday—a very big celebration. Do they look proud? Do they look excited?"

Discussion: Ask, "If you were standing on that sidewalk in your fanciest clothes, listening to Thomas Dorsey play the piano inside, how would your body feel? Would you want to dance? Would you want to smile?"Why or why not?

Oracy Builder: Allow students to turn and talk with echo board charts and practice picking words from the sheet to echo back and forth with a partner.

Lesson Materials
Listed above

Lesson 4: Instrument Exploration Piano and Tambourine + Echo Talk

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Students will explore different musical instruments and the musical sounds they produced. Students will participate in the tradition of *Call and Response* using a student-facing oracy strategy echo talk Supporting Question: How should we use these instruments? SWBAT explore musical concepts. SWBAT to work with a peer
Lesson Materials and Resources
Echo Talk Cards Instruments (Piano and tambourine) and a crayons or mini pencils
Lesson Activities
Model with another adult how the echo talk board works. Pick a word to recite, and the partner repeats it (echo), Once the word is echoed, your partner signs their initials to serve as proof they completed the task. Oracy Builder: Strategically pass out echo cards in preplanned groupings. Allow students to turn and talk with echo board charts and practice picking words from the sheet to echo. As students echo each other, they mark off the words they have echoed by putting their

initials. Allow this exchange to go on for no more than 8 minutes. Upon completion, survey the class and see if they enjoyed the activity. Have them discuss what they enjoyed. Transition to Musical Exploration Introduce the Tambourine and Piano as popular instruments played during the singing of Gospel music. Call students in pairs to explore touching, playing and observing the instruments. Wrap-Up: Ms. Christine will play a song that can be considered Gospel and Jazz on the piano…this leads into next week's teaching on Jazz. As the song is played, students will line up for their transition. If unable to play an instrument, When the Saints Go Marching In
Lesson Materials
Listed Above

Week 3 Theme: Jazz

Lesson 1:What is Jazz Music? How Does it Make You Feel?

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Students will be introduced to a musical genre. Supporting Questions: What is Jazz music and how does it make them feel? SWBAT: Engage in Conversations SWBAT: Identify How Music Makes Them Feel?
Lesson Materials and Resources
Ella Fitzgerald on What is Jazz When the Saints Go Marching In
Lesson Activities
Students will watch a video of Ella Fitzgerald, one of the most famous Jazz musicians : Ella Fitzgerald on What is Jazz and can join in clapping should they feel like it. Discuss: Were the people singing words or playing instruments? What did you notice the audience doing? Were the singers singing words or making funny sounds? How do you think the music made the performers feel? How do you know? Share with students the woman and man were doing something popular in Jazz, called improvising. They are using a technique called scatting. Instead of singing words, sometimes Jazz musicians make their voices sound like instruments. This is what makes Jazz music different from the other genres we've already learned about. Just like the other music we've learned about, Jazz musicians traveled to places like Chicago in search of a better life. One of those musicians was Louis Armstrong. Louis Armstrong, like Ella Fitzgerald, used his voice as an instrument. Let's listen to When The Saints go Marching in and march around the classroom to pretend we are traveling from the South to the North. Let's march around the classroom. Reconvene at the carpet Discuss: How did the music make you feel? How did the people in the video feel? How do you know? What were they doing? How did you feel after marching around the classroom? Exit Ticket: To line up for the transition: Scat a few lines to practice improvising, doing whatever comes to mind. If students don't want to

verbally scat, give them the option to do a dance. If they don't want to participate, don't force it.
Lesson Materials
Listed Above

Lesson 2 : Read Aloud: What a Wonderful World

Lesson Objective(s) and Supporting Question(s)
Lesson Objectives: Students will make predictions based on illustrations and identify repeating phrases. Students will identify the "Jazz sound" (specifically the trumpet and gravelly vocals) and explore the concept of improvisation (making it up as you go). Supporting Questions: How does this song make you feel? SWBAT: Engage in conversations. SWBAT to provide relevant comments about the past. SWBAT Describe or respond to creative work
Lesson Materials and Resources
What a Wonderful World: Bob Thiele and George David Weiss What A Wonderful World Read Aloud
Lesson Activities
Before Reading: **The Sound of Jazz:** Play a 30-second clip of Louis Armstrong's "What a Wonderful World" without showing the video or book. **Sensory Inquiry:** Ask the students, *"Does this music feel fast like a racecar or slow like a floating cloud?"* or *"What instruments do you hear? Does that sound like a golden trumpet?"* **The Voice:** Mention Louis Armstrong's nickname, "Satchmo." Explain that he has a "gravelly" or "crunchy" voice that sounds like a warm hug. The Read Aloud (During Reading) **Strategy:** *Interactive Singing & Vocabulary* **Cover Study:** Show the cover. *"I see colors and a world. If the music sounds happy, do you think the story will be happy or sad?"*

The "Refrain" Ritual: Every time you reach the line "And I think to myself... what a wonderful world," have the students place their hands over their hearts and sway side-to-side.

Jazz Vocabulary (Simplified): Improvisation: When you get to a page with lots of colors, say: *"Jazz musicians sometimes 'improvise.' That's a big word that means they play what they feel in their hearts right that second, without looking at notes!"*

Key Questions:

(On the "Bright Blessed Day" page): *"What colors do you see that make this day wonderful?"*

(On the "Friends shaking hands" page): *"How do we show our friends we care about them?"*

Movement (After Reading)

The "Instrument Mime" Stroll:

1. Put the song on again.
2. Tell the students, *"We are going on a State Street Stroll in Room 203!"*
3. As they walk in a circle, call out different Jazz instruments for them to pretend to play:

"Play your invisible Trumpets!" (Hands to mouth)

"Sing like Satchmo!" (Deep, rumbly humming)

To tie this into Celebration of learning, tell the students:

"Louis Armstrong played his jazz music right here in Chicago! When we do our State Street Stroll for your parents, we are going to show them the same 'wonderful world' feeling that Louis shared with his trumpet."

Lesson Materials
Listed Above

Lesson 3: The Chicago Connection to Jazz and LOC Documents

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Discuss historical documents from the past Supporting Questions: What is something you notice in these old photographs? What type of clothes are the people wearing? Would these be clothes you wear all the time or for special occasions? How do you know? Look at the people in the picture. How do you think they feel? SWBAT recall information about the past. SWBAT discuss feelings SWBAT provide relevant comments in a discussion SWBAT recognize feelings and emotions
Lesson Materials and Resources
Regal Theatre Louis Armstrong Apartment Buildings Children Playing Great Migration Monument
Lesson Activities
Distribute LOC documents around the rug. Tell students these old images help to keep a record of how life was during the time of the Great Migration. Allow students to gaze at photos and hold small discussions about what they notice and see in the images. 1. Start the lesson with the introduction of the Bronzeville Great Migration Monument Discuss the meaning of the statue and its significance to the Great Migration and the people of Chicago and Bronzeville. The man is supposed to represent a traveler heading North from the South. That is precisely how the statue is positioned. Standing on worn shoes meant to symbolize the arduous journey from the South, the statue represents the hope and dreams of those who made the journey for a better life. 2. Next, show the image of Louis Armstrong , playing a trumpet. He brought his musical talent to Chicago. He played instruments like the trumpet, but he also used his voice to make sounds like an instrument.

a. Do you remember the musical technique we saw the musician, Ella Fitzgerald, do in the video two days ago? Does anyone know what that is called?

3. Make the Connection about which building housed the different types of musical genres we have learned about so far. Like the Checkerboard Lounge for Muddy and the Blues, or the Pilgrim Baptist Church for singers like Mahalia Jackson and composers like Thomas Dorsey, the Regal Theatre was a place where Jazz musicians played music.
4. When people moved to Chicago they lived in Apartment Buildings like the ones in the image. Sometimes they were called kitchenettes and it was uncomfortable with so many people living in one space. What mattered the most is that families stuck together and showed each other love.
5. Discuss the Children Playing. The purpose of showing the children is to help students connect to the lesson. If they can see themselves they will be more invested in the learning. The girls and boys in the photo look like they are playing with one another. They are smiling and showing signs of happiness?
    a. How do you know they are happy?
    b. What does it look like they are doing? Are you able to go outside and play with your friends?

Look at their clothes. Do people dress like that today?

Oracy Strategy: Have students turn and talk about what clothes they will wear to our celebration of learning, for the State Street Stroll.

Lesson Materials
Listed Above

Lesson 4: Instrument Exploration Drums, Cardboard Box

Lesson Objective(s) and Supporting Question(s)
Lesson Objective: Students will explore different musical instruments and musical sounds produced. Instruments: Piano and drum Supporting Question: How should we use these instruments? SWBAT explore musical concepts. SWBAT identify musical instruments by ear.
Lesson Materials and Resources
Instruments: Piano and drum Coloring sheet with Jazz instruments, markers, crayons, and paint sticks
Lesson Activities
Use: Hello Dolly as a song students can listen to for the drum and piano. Ask them if they hear any other instruments. Allow students to move their bodies to the beat. Ask students how this song makes people feel? Did Louis Armstrong sing words the entire time or did he make any funny sounds with his mouth? Emphasize the movements the musicians make at the end of the video and call it out as improvisation. Do the musicians look like they are having fun? How do we know? Lesson Extension: Students will go to the tables and color the Jazz coloring sheet. The goal is to circle any instruments they recognize and discuss which instruments they like.
Lesson Materials
Listed Above

Week 4: Theme: Review and Tie up any loose ends in preparation for celebration of learning.

This week is not structured: It is to allow students to recall what they've learned over the course of the unit plan. There was a hold up in being able to contact my grandmother. So, students listened to the interview and heard the responses to the specific questions they asked.

Week 4: Recall, Assess, Practice

1. Recall and Listen to Interview with my Grandma
    a. Included interview here
2. Formal Assessment
    a. Included on the resources and work sample page
3. Open Ended drawing
    a. What was your favorite thing we learned about or discussed in class during this unit plan?
        i. (white paper and writing utensils along with crayons, markers, and paint sticks.
4. Collage
    a. Give students precut out shapes and textured paper to create a collage that symbolizes the Great Migration.

Celebration of Learning Layout

State Street Stroll Parade in Fancy Clothes for parents in the hallway. Parents transition into the classroom. Students sit on the carpet and get in position to sing.

This Little light of Mine Performance-students hold non flammable candles and sing the first part of the song:

This little light of mine, I'm gonna let it shine
This little light of mine, I'm gonna let it shine
This little light of mine, I'm gonna let it shine
Let it shine, let it shine, let it shine

Craft Station-precut outs and stickers
Students can decorate candles and suitcases

Interview About the Great Migration from my Grandma

Carpet: Photos of the Study

Supplementary Materials:

Teacher Created Resources

Examples of Student Work

BLACK MUSIC

ECHO TALK BINGO

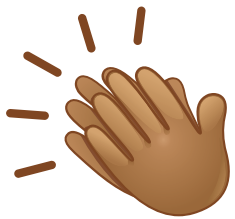
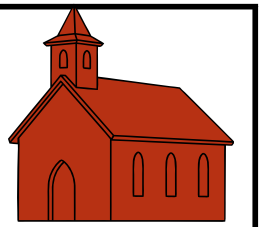
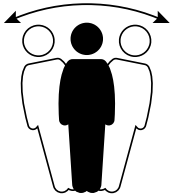
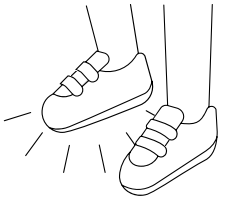
FIND A CLASSMATE THAT CAN ECHO TALK WITH YOU. YOU SAY IT FIRST, AND THEY REPEAT AFTER YOU.

choir	electric guitar	luggage
train	FREE	microphone
Trumpet	piano	tambourine

BLACK MUSIC

ECHO TALK BINGO

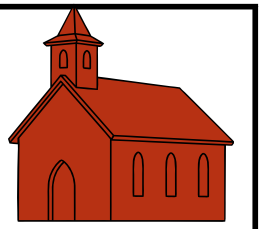
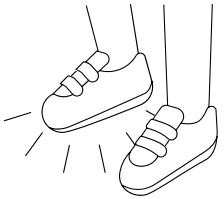
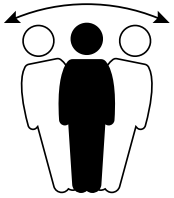
FIND A CLASSMATE THAT CAN ECHO TALK WITH YOU. YOU SAY IT FIRST, AND THEY REPEAT AFTER YOU.

 clap	jazz club	 church
fancy clothes	FREE	Great Migration
 sway	Theatre	 stomp

الموسيقى السوداء

لعبة بينغو إيكو توك

ابحث عن زميل في الصف يستطيع أن يردد معك. أنت تقولها أولاً، وهو يرددها من بعدك.

 كنيسة	نادي الجاز	تصفيق
الهجرة الكبرى	حر	ملابس أنيقة
 دوس	مسرح	 تمايل

الموسيقى السوداء

لعبة بينغو إيكو توك

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أمتعة السفر	غيتار كهربائي	جوقة
ميكروفون	حر	يدرب
دف صغير	بيانو	بوق

MÚSICA NEGRA

ECHO TALK BINGO

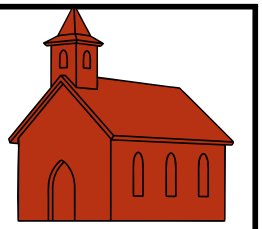
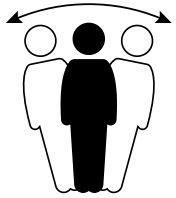
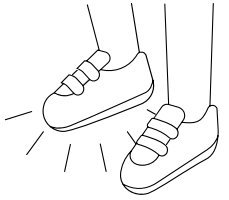
BUSCA UN COMPAÑERO DE CLASE QUE PUEDA HABLAR CONTIGO MEDIANTE LA REPETICIÓN. TÚ LO DICES PRIMERO Y ELLOS LO REPITEN DESPUÉS.

coro	guitarra eléctrica	equipaje
tren	GRATIS	micrófono
Trompeta	piano	pandereta

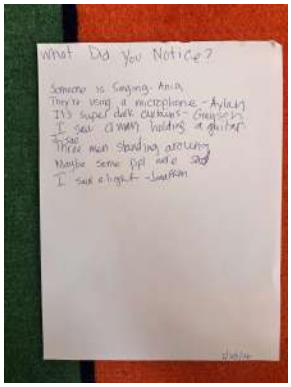
MÚSICA NEGRA

ECHO TALK BINGO

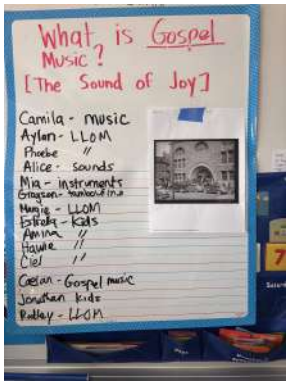
BUSCA UN COMPAÑERO DE CLASE QUE PUEDA HABLAR CONTIGO MEDIANTE LA REPETICIÓN. TÚ LO DICES PRIMERO Y ELLOS LO REPITEN DESPUÉS.

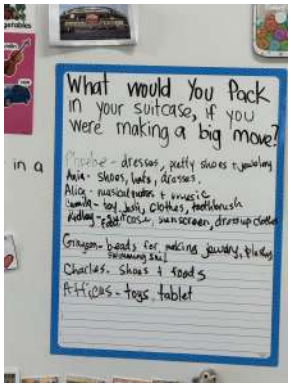
aplaudir	club de jazz	 iglesia
ropa elegante	GRATIS	Gran Migración
 influencia	Teatro	 pisar muy fuerte

Blues

 		Missing photos for this day. But students observed and analyzed: [Muddy Waters at Checkerboard Lounge] 	

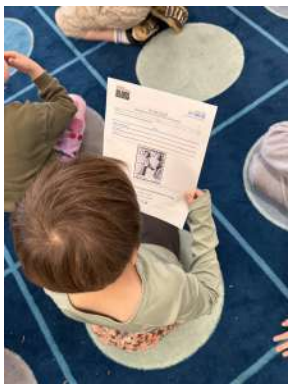
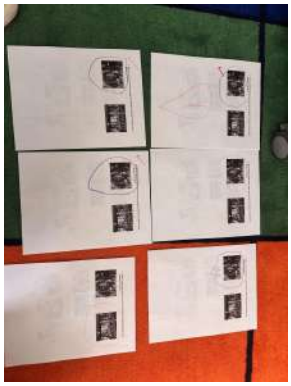
Gospel


What is Gospel Music?
[The Sound of Joy]
Camila - music
Aylan - LLOM
Phoebe //
Alice - sounds
Mia - instruments
Gregson - tambourine
Margie - LLOM
Estrella - kids
Amina //
Hawke //
Ciel //
Caelan - Gospel music
Jonathan kids
Ridley - LLOM


What would You Pack in your suitcase, if you were making a big move?
in a
Phoebe - dresses, pretty shoes + jewelry
Mia - shoes, hats, dresses.
Alice - musical notes + music
Camila - toy, Jesli, clothes, toothbrush
Ridley - suitcase, sunscreen, dressup clothes
Gregson - beads for making jewelry, blasting
Charles - shoes + foods
Atticus - toys, tablet

Jazz

Where Would You like to go the most?
Kegal Theater
Mia
Ciel
Camila
ALICE

			

Review Week