

Diocese of Wheeling-Charleston

Music 6-8 Unit Plan Spring 2018

Name of Teacher: Allie Hamilton

Grade Level: Middle School 6-8

Subject Area: Music 6,7,8

Cross Curricular Opportunities: Language Arts, Social Studies

Unit Title: Appalachian Music: *Coal Mining and Protest Music and Ties to Folk Music*

Estimated Duration of Unit: 2 weeks

Overview of Unit:

- Students will learn how to critically think about music, analyze oral history interviews, and make connections between historical events and people.
- Students will be able to compare folk music to other styles of music.
- Students will sing traditional folk songs.
- Students will recognize and name styles of music with roots in Appalachia.
- Students will recognize Bluegrass music as a descendent of folk music and know the characteristics of Bluegrass music.

Forms of Text (non-fiction/fiction): Nonfiction

Teaching Strategies: Direct, Indirect, Interactive, and Independent Instruction

Assessment (authentic/published - summative/formative): Formative/Summative

<p>CSO STANDARDS</p>	<p style="text-align: center;">Appalachian Folk Music</p> <p><i>The students will receive an introduction to basic playing skills of folk instruments: fingerings, characteristic tone qualities, and playing positions. Students will learn the historical and cultural background of folk music and appropriate repertoire.</i></p>
<p>MU.O.AFM.1. 0.3</p>	<p>Students will sing folk songs, including ballads and gospel songs.</p>
<p>MU.O.AFM.4. 02 r</p>	<p>Students will research and/or collect examples of folk music, folk art and lore.</p>
<p>MU.O.AFM.4. 03</p>	<p>Students will describe how sound is produced on a string instrument, and relate this to the science of acoustics</p>
<p>MU.O.AFM.4. 04</p>	<p>Students will research the global origin and use of an Appalachian folk instrument.</p>
<p>MU.O.AFM.4. 05</p>	<p>Students will identify successful folk musicians and list their significant roles in the development of diverse styles and forms of folk music.</p>
<p>MU.O.AFM.4. 06</p>	<p>Students will research the global origin of an Appalachian folk song or tune.</p>

Description of Activity	Resources	Date
<p>Day 1:</p> <ul style="list-style-type: none"> ● Teacher will briefly discuss the history of West Virginia history of coal miners and the legacy of how protest music emerged out of the struggles of Appalachian coal miners against oppressive operators and coal companies. ● Teachers will explain that as a specific sub-genre of protest music, there are several examples of Appalachian coal mining songs including: <ul style="list-style-type: none"> ○ “Come All You Coal Miners”- Sarah Ogan Gunning ○ “Dark as a Dungeon”- Merle Travis ● Teacher will discuss the instruments played in these songs and how they relate to the history of folk music. ● Teacher will play a few other examples from the CD “Blair Pathways,” featuring more than twenty musicians that used Appalachian musical traditions including hymnody, ballad singing, and black spirituals to tell the story of the West Virginia mine wars. <ul style="list-style-type: none"> ○ Song examples: “Laws in West Virginia Hills,” “Stand Out, Ye Miners,” “Miners Royalties” <p>Day 2:</p> <ul style="list-style-type: none"> ● Start class by reviewing what protest music is and why the coal miners play such an important in the history of folk music. ● Students will then respond to the following questions in your journals in reference to music listening: <ul style="list-style-type: none"> ○ <i>Why do you listen to music?</i> ○ <i>Does music evoke any particular feelings? Does a song remind you clearly of an event, a time or a place?</i> ○ <i>Does music serve a different role in your life depending on your mood, who you are with or what you are doing? Does music ever cause you to think differently, to feel a part of something larger or to want to rise up and take action?</i> ● Next, students will listen to Frank Hutchinson’s “Miner’s Blues,” a protest song from the time period in the early 1900’s. Students will look at the lyrics of the songs, and respond to anything they can personally relate to in the music itself. They will record their responses in their 	<ul style="list-style-type: none"> >Bair Pathways CD >Spotify Music App >Music Journals 	<p>Days 1-2</p>

music journals.

- Teacher will ask students if they think this song is effective to protest music during this early time period in West Virginia history and why. Teacher will lead a discussion on this topic.

Day 3-4:

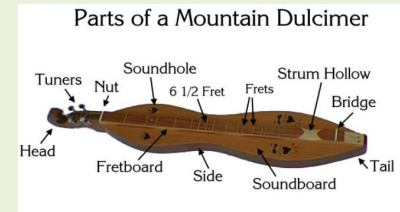
- Teacher will also explain the one of the oldest and traditional types of Appalachian music, **shape note singing**, which has deep roots in the Blue Ridge Mountains. Teacher will give examples of this type of notation and how each note syllable has a different shape and give a Powerpoint on Appalachian Shape Note Singing.
- Students will learn how to sing a scale with shape notes, and then will learn how to read the hymn “Amazing Grace” with shape note notation.

Day 5:

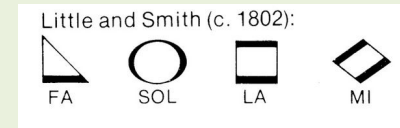
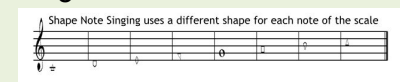
- Teacher will discuss instruments that exist in folk music and will go over parts of a dulcimer and show them a youtube video of dulcimer music.
- Teacher will have students show live example of dulcimer in classroom and will give students the opportunity to hold the instrument and make observations.
- Teacher will give the students the music for “Boil Them Cabbage” and will have students label the notes and will talk about the form of the song.
- Students will clap the rhythm of the song and then will learn the song on the classroom guitars.
- Teacher will show different versions of the song “Boil Them Cabbage” on the smart board. Teacher will discuss the differences in the lyrics and melodies of each.
- Teacher will have a discussion to point out how folk songs are passed down from generation to generation and sometimes the lyrics change from person to person.
- Teacher will have students bring in lyrics to a folk song that they learn from someone in their family. They will then share these songs with the class and try to sing as many as possible.

Day 3-6

Dulcimer Instrument/Diagram:



Shape Note Singing Diagrams:



Shape Note Singing

Shape Note Singing is based on a major scale. This scale is based on eight steps and forms the basis for all music theory.

It can be sung using pitch numbers
1 2 3 4 5 6 7 8

Suggested Beginning Exercises: Sing the scale up and down in numbers. Then, group one will hold the first note while group 2 sings the scale.

Amazing Grace

The image shows a musical score for the hymn "Amazing Grace" with four parts: Soprano, Alto, Tenor, and Bass. The lyrics are written below the notes.

- Teacher will show songs to the class to learn and read through:
 - *Ida Red, Go tell Aunt Rhodie, Skip to My Lou, and Paw Paw Patch*

Day 6:

- As an introduction to Bluegrass music and how it relates to folk music, teacher will play the video “High Lonesome”.
- Teacher will discuss the history of Bluegrass music and the characteristics of this style.
- Teacher will play examples of Bluegrass music, both old and new.
- Teacher will explain the Bluegrass project that students are to complete in groups.

Day 7-10:

- Students will work in groups of 2 or 3 students to complete a Google Slides powerpoint project about Folk and Bluegrass music. They will need to include a brief history of bluegrass music, instruments used, some famous artists and some popular songs. They will receive bonus credit if they provide an example of bluegrass music.
- As a final part to this project, students will have a chance to perform songs and dances they have learned from this unit and they will be instructed to write a one page reflection on what they thought of this project.

Boil Them Cabbage Down *Traditional Folk Tune*

Melody

1. *Bile* them cab - bage down boys,
 2. *Rac* - coon las a bully tail,
 3. *Foe* - sum up a 'tsumon tree,
 4. *Joy* - hind died with the whoopin' cough.

Harmony

turn them hoe - cakes round. On - ly song that
 Poe - rum's tail is bare. Rab - bit's got no
 Rac - coon on the ground. Rac - coon say: to the
 Spar - row died with the colic. Along come the frog with a

I can sing a hile them cab - bage down,
 tail at all. But a little bity bunch of hair,
 poe - rum, "Wou'n't you shake them 'sim - mon: down?"
 fiddle on his back. In - quirin' his way to the frolic.

Days 7-10

Youtube Video:

“Boil Them Cabbage”

<https://www.youtube.com/watch?v=3Sygc-yffb4>

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Youtube Video:

“High Lonesome”

<https://www.youtube.com/watch?v=w5qNCz7b6j8>

Common Core Checklist

Writing	
J	Questions
J	Research
J	Detailed answers (text supported)
J	Notes (note taking skills, outlines)
J	Complete sentences
Reading	
J	Speaking
J	Listening
J	Varied strategies and instructional methods
J	Critical thinking in whole class discussion
J	Student led activities
Technology	
J	Smartboard
J	Google Chromebook Computers
Differentiated Instruction	
J	Used multiple resources
J	Domain Vocabulary
J	Cross-Curricular
J	Collaborative engagement (meaningful feedback)
J	Higher level learning and teaching
Assessment	
J	Project based
J	Writing prompt
J	Journal
J	Observation
J	Quiz
J	Technology based
J	Presentation
J	Journal
J	Think, pair, share
J	Summary
J	Oral questioning
J	Powerpoint
Authenticity	
J	Various activities
J	Inquiry, research and evidence
J	Evidence of time management and planning
J	Problem solving strategies

Summary of Unit:

This unit is designed for General Music middle school students in grades 6, 7 & 8. Teacher will discuss the origins of early Appalachian folk music by first giving an outline of the difficult early days of the coal industry in Appalachia where coal miners wrote and sung protest songs about their fight against coal companies. Teacher will give 2 lessons about the history of these early times in West Virginia and across Appalachia, and will play examples that highlight the struggles of coal miners while also talking about the beginning history of folk music. Students will identify instruments, and will evaluate music listening in their own lives. The teacher will highlight songs and lyrics for students to analyze during class, and will lead the students into choral singing by learning songs with shape note notation. The unit will end with a Power point project in which the students will research Bluegrass and Folk music with an ending performance of songs or dances they learned from this time period.