

## The Blues Lesson Standards

The Blues lesson addresses the following

### TENNESSEE SOCIAL STUDIES STANDARDS

STANDARD	DESCRIPTION
SSP.01	Gather information from a variety of primary and secondary sources, including: printed materials (e.g., literary texts, newspapers, autobiographies, speeches, interviews, letters, personal journals); graphic representations (e.g., maps, timelines, charts, political cartoons, photographs, artwork); field observations/landscape analysis; artifacts; media and technology sources.
SSP.05	Develop historical awareness by: recognizing how and why historical accounts change over time; perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness; evaluating how unique circumstances of time and place create context and contribute to action and reaction; Identifying patterns of continuity and change over time, making connections to the present.
3.04	Examine major political features on globes and maps, including: boundaries, cities, highways, railroads, and roads.
3.10	Identify and locate major cities in the U.S., including: Chicago; New York City; Los Angeles; Seattle; Miami; Washington, D.C.
5.14	Examine the growth of popular culture during the “Roaring Twenties” with respect to the following: music, clothing, and entertainment; automobiles and appliances; Harlem Renaissance.
5.51	Discuss the development of the music industry in Tennessee: including (T.C.A. § 49-6-1028): country music (e.g., Grand Ole Opry, WSM, and the Carter family); blues music (e.g., W.C. Handy and Bessie Smith); rock ‘n’ roll (e.g., Elvis Presley, Stax Records, and Sun Studio).

## Common Core Curriculum Standards

STANDARD	DESCRIPTION	LESSON(S)
<b>CCSS.ELA-Literacy.CCRA.R.1</b>	Read closely, make logical inferences, cite textual evidence to support claims	1, 2, 4, 6, 7, 9
<b>CCSS.ELA-Literacy.CCRA.R.2</b>	Determine central ideas or themes of a text, analyze their development, summarize key points	1, 2, 4, 9
<b>CCSS.ELA-Literacy.CCRA.R.4</b>	Interpret words and phrases as used in a text, analyze how specific word choices shape meaning or tone	5, 6, 7
<b>CCSS.ELA-Literacy.CCRA.R.5</b>	Analyze the structure of texts including how portions relate to each other and the whole	2, 3, 6
<b>CCSS.ELA-Literacy.CCRA.R.7</b>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	7, 10
<b>CCSS.ELA-Literacy.CCRA.R.9</b>	Analyze how two or more texts address similar themes or topics, compare authors approach	4
<b>CCSS.ELA-Literacy.CCRA.L.3</b>	Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening	4
<b>CCSS.ELA-Literacy.CCRA.L.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meaning	8, 9
<b>CCSS.ELA-Literacy.CCRA.W.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	8
<b>CCSS.ELA-Literacy.CCRA.W.5</b>	Strengthen writing by planning, revising, editing, rewriting, or trying a new approach	2, 9
<b>CCSS.ELA-Literacy.CCRA.W.7</b>	Conduct short as well as more sustained research projects based on focused questions	1

### THE FOLLOWING STANDARDS ARE ORGANIZING PRINCIPLES OF THE UNIT:

<b>CCSS.ELA-Literacy.CCRA.SL.1</b>	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
<b>CCSS.ELA-Literacy.CCRA.W.10</b>	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

## Music and Arts Standards

Words & Music addresses the following

### TENNESSEE MUSIC STANDARDS:

- Foundation R1:** Perceive and analyze artistic work.
- Foundation R2:** Interpret intent and meaning in artistic work.
- Foundation Cn1:** Synthesize and relate knowledge and personal experiences to artistic endeavors.
- Foundation Cn2:** Relate artistic ideas and works with societal, cultural, and historical context.

Words & Music addresses the following

### NATIONAL ASSOCIATION FOR MUSIC EDUCATION STANDARDS:

- Common Anchor #7:** Analyze how the structure and context of varied musical works inform the response.
- Common Anchor #8:** Support interpretations of musical works that reflect creators'/performers' expressive intent.
- Common Anchor #10:** Synthesize and relate knowledge and personal experiences to make music.
- Common Anchor #11:** Relate musical ideas and works with varied context to deepen understanding.

Words & Music addresses the following

### NATIONAL CORE ARTS ANCHOR STANDARDS:

- Anchor Standard #1:** Generate and conceptualize artistic ideas and work.
- Anchor Standard #2:** Organize and develop artistic ideas and work.
- Anchor Standard #3:** Refine and complete artistic work.
- Anchor Standard #7:** Perceive and analyze artistic work.
- Anchor Standard #8:** Interpret intent and meaning in artistic work.
- Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## Social & Emotional Learning Standards

Words & Music addresses the following

### SOCIAL & EMOTIONAL LEARNING STANDARDS:

<b>Self-Awareness:</b>	1A. Demonstrate an awareness of my emotions. 1B. Demonstrate an awareness of my personal qualities and interests.
<b>Self-Management:</b>	2A. Understand and use strategies for managing my emotions and behaviors constructively.
<b>Social Awareness:</b>	3A. Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues. 3C. Demonstrate an awareness and respect for human dignity, including culture and differences.
<b>Relationship Skills:</b>	4A. Use positive communication and social skills to interact effectively with others.
<b>Responsible Decision-Making:</b>	5A. Consider and use multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

## Supplemental Materials

MATERIAL	PURPOSE
<b>Pre-Unit Assessment Rubric</b>	to be used with "Try a Song" Worksheet
<b>Final Lyric Assessment Rubric</b>	to assess students' final lyrics
<b>Songwriting Template</b>	to support struggling songwriters
<b>Spider Map</b>	to help students generate more supporting details
<b>Brainstorm Wheel</b>	for students who need help settling on a song idea
<b>Sensory and Emotion Brainstorm</b>	to help students generate more supporting details
<b>Songwriter Manuscripts</b>	to illustrate revision
<b>Songwriter Quotes Sources</b>	to reference sources of songwriter quotes