

Educators' Guide to *Meet Missouri Musicians!*

Suggested Grade Level: 4-9

Addresses MO Learning Standards: SS3a, 3b, 5a, 5b, 6a, 6b; ELA 2A, 3B, 3C, 4A; MU: Re7A, Re7B, Cn10A, Cn11A

Objectives:

- Introduce students to significant Missouri musical artists and genres/styles of music.
- Enable students to relate important Missouri musical artists to their diverse historical and geographic contexts within the state.
- Engage students in active listening and appreciation of diverse styles of Missouri music.
- Develop students' skills in gathering information from multiple sources, organizing, and presenting the information in both written and spoken form.
- Strengthen students' collaborative skills by working in teams to research, organize, and present information on Missouri musicians.
- Develop students' public speaking skills through practicing and presenting their research to the class.

Learning Strategies/Activities:

Preparation:

In advance, plan out the time and resources for the students to complete their research in school:

- If they have Internet access in their classroom or school library, this assignment will provide a good opportunity for them to begin to learn to do Internet research.
- The Educational Resources provided on this web site are a great resource, to access either on-line or by printing out some copies of the relevant pages.
- Pre-select books to be available in the classroom or school library. Many city/county library systems will offer help in selecting materials.

For Day One:

- Prepare a sheet of chart paper with two vertical columns labeled Music and Musician.
- Make photocopies for students of the list of famous Missouri musicians and musical styles.

For Day Two:

- Make photocopies for students of the Mo. Musical Artist Research Worksheet.

For Day Six:

- Locate a large map of Missouri cities, either a paper map or a slide. OR give each team a copy of the Missouri map that is included here.

Day One: 45 minutes

1. Play a brief example of Ragtime music for the class (link to YouTube provided below.) Ask if anyone knows what style of music this is. Take suggestions, then write “Ragtime – Scott Joplin” at the top of the sheet. Ask if anyone has heard ragtime performed live or knows anything else about ragtime music.
2. Repeat this process with Jazz - Charlie Parker, Rock and Roll - Tina Turner and/or Chuck Berry.
3. Tell the class, “These Missouri musicians had a huge influence on these styles of music, and on many others! Does anybody know another famous musician with a Missouri connection? What type of music do they (or did they) write or perform?” Add to your list with their suggestions. Then pass out the photocopied lists of Missouri musicians and musical styles. Ask if they have heard of any of these musicians. Were they aware of their Missouri connections?
4. Tell the class, “Tomorrow, we are going to form research teams of two or three students each, to investigate the lives of these musical artists. Take a look at this list. If there is someone you are especially interested in investigating, let me know by the end of class today.”
 - If you prefer, you can assign musicians randomly to each team, to avoid the tendency for all students to gravitate towards certain names or styles of music that they already know and like.
 - You may wish to form the teams yourself, in order to have a balance of personalities and ELA skills on each team, or you may wish to allow the students to work with their friends.

Day Two: 45 minutes

1. Announce teams and assign a Missouri musical artist from the list to each team.

2. Pass out the Artist Research Worksheets to students and have them fill in the top two lines with their own names and the name of the musical artist their team is investigating.
3. Read through the questions with the class and point out that they are divided into sections. Suggest that the teams begin their process by “assigning” each section to a specific team member, adding that team members should also help each other. If one team member uncovers a fact needed by another, they should share the information.
4. If they are conducting Internet research, make sure they know how to use the Search Bar. Explain that, rather than type in each question, they can enter the name of the musical artist, and will find web sites such as Britannica, Wikipedia, Hall of Fame, and web sites devoted to a specific musical artist, that will provide answers to most of their questions. Make sure they also know how to access this Missouri Music Bicentennial Web site.
5. Explain that they will eventually be writing reports, giving the answers to these questions in complete sentences and paragraphs. They don’t need to be concerned about that while they are doing their research; they should just note the answers, right on their work sheets.

Days 3-4-5: 45 minutes per day

This assignment may take more or less time for your students, depending on their ages and on their access to research materials. Allow enough time for students to complete their research, but make sure they have a deadline so they keep focus. Move around the room while they work, meeting with each team to encourage them and measure their progress. Those that complete their research more quickly should move on to writing their reports.

Teams may find discrepancies, particularly in the biographies of earlier musicians, on information such as date or place of birth. Discuss with the class reasons why that may be and tell them that it’s alright simply to indicate these discrepancies in their final reports.

Day 6: 45 minutes

Students complete their written reports, and practice reading them aloud to their team members. Additionally, have each team be prepared to:

- a. point out the city or town in Missouri that is related to their musical artist.
- b. play an example of one of their musical artist’s biggest hits
- c. display a picture of their musical artist, printed off the Internet

Day 7: 45 minutes

Celebration of Missouri Music and Musicians!

On this day, each team will present their report verbally to the class. They will also:

- display the picture of their musical artist on the classroom wall
- play an excerpt of one of their musical artist's biggest hits
- point out the city or town in Missouri that is related to their musical artist.

Links to musical examples:

Ragtime: [Maple Leaf Rag Played by Scott Joplin - YouTube](#)

Fiddle Music: [MU professor emeritus Howard Marshall plays fiddle tune "Red Wing" - YouTube](#)

[MU professor emeritus Howard Marshall talks about his new book. - YouTube](#)

Jazz: [Charlie Parker - Anthropology - YouTube](#) (Charlie Parker, saxophone; Dizzy Gillespie, saxophone; Miles Davis, trumpet; Bud Powell, piano; Tommy Potter, bass; and Roy Haynes, drums, from a radio broadcast in 1951)

Rock and Roll: [Ike & Tina Turner - Proud Mary live on Italian TV 1971 - YouTube](#)

[Chuck Berry - Johnny B. Goode \(Live TV 72\) HQ - YouTube](#)

Additional suggested Missouri music and musicians in these four genres:

Ragtime: James Scott – Kansas City-based ragtime composer and pianist

Fiddle Music: Lonnie Robertson – Springfield-based fiddler

Jazz: Clark Terry – St. Louis-based jazz trumpeter

Rock and Roll: Chuck Berry – St. Louis-based guitarist and vocalist

Sheryl Crow – Kennett-born vocalist, played in Columbia area, taught music in Fenton