

Educators' Guide to *Meet Missouri Musicians* Suggested Grade Level: 9-12

Addresses MO Learning Standards: SS 3b, 6a, 6c; ELA 2A 3C, 4A; MU: Re7a, Re7B, Re8A, Re9A; Cn10A, Cn11A

Objectives:

- Introduce students to significant Missouri musical artists and genres/styles of music.
- Increase students' awareness of the functions of music in society, for individuals and communities.
- Engage students in active listening and appreciation of diverse styles of Missouri music.
- Develop students' ELA skills through preparing and presenting their research to the class.

Learning Strategies/Activities:

Preparation for Day One:

- On the white board or on chart paper, create two vertical columns, one labeled "Musician," and one labeled "Musical Style."
- Make photocopies for students of "Missouri Musicians" hand-out.
- Locate the page, "Musical Genre Definitions" in Educational Resources. Print out one copy for your own reference or print out for students if they do not have Internet access at school.

Day One: 45 minutes

1. Play excerpts of diverse Missouri artists. Suggestions: Tina Turner (R & B), Clark Terry (Jazz), Nelly (Hip Hop), Sara Evans (Country), Robert McFerrin, Sr. (Spiritual/Classical). (Links to YouTube provided below).

For each excerpt, ask students to try to guess the genre/style and the artist. Then add the name and style to the chart. Tell the students, "All of these musical artists have Missouri connections and have contributed to Missouri music." Pass out photocopies of the handout, "Missouri Musicians." Ask if they are surprised to learn of the Missouri connections of some of these famous musical artists.

2. Ask students, "What are some of the reasons people listen to music in different situations?" Make a list on the board of their responses. Some possible responses: to feel better (when I'm down), to dance to (at a party or concert), to be inspired (in church/temple). Accept whatever responses students give. Point out that we all enjoy different types of music in different situations.

Ask students to volunteer one of their favorite types of music and try to give some reasons why. Point out that it's not always easy to explain our preferences and remind them that we can enjoy different kinds of music in different situations.

3. Ask them to look at the list of Missouri musicians and music and choose one style/genre that is among their favorites (doesn't need to be one of the specific artists listed). Have them circle their favorite. Then ask them to choose another style, preferably one that they don't know much about, and mark it as well.

Ask them to find the paragraphs describing these two styles of music in the Educational Resources, "Music Genre Definitions." Ask students to read them carefully. If possible, have the students listen during class to an example of a Missouri musician playing the type of music they selected as unfamiliar. If not, ask them to listen at home in preparation for the next day's class.

Day Two: 45 minutes

1. Say, "Today, we are preparing to share with the class the ways in which two styles of Missouri music are the same, and how they are different." Draw a Venn Diagram and ask a student to volunteer to talk about the two types of music they chose. List the similarities and differences they have observed from listening and reading about the music. Ask the class if they have any they can add, and suggest some of your own.

Some possible points of comparison:

- Do the musicians usually read from written music or play from memory?
- What's the usual function of this music? (to inspire, to dance to, etc.)
- Is this music contemporary or does it have a long history? Or both?
- Is there usually a vocalist (singer) or is it strictly instrumental?
- What instruments are usually used in performing each genre?

2. Now ask students to make their own Venn diagrams and list similarities and differences between the two types of music they have selected. Walk around the room and check on their progress on this assignment. When you feel a student has generated a good list, pair them up with another student, and ask them to share their comparison/contrasts.

3. When most students have completed their sharing in pairs, ask for volunteers to share with the entire class, and play excerpts from the two types of music they selected.

Play On! Ways to Extend this Lesson

There are many ways to extend your students' exploration of Missouri music and musicians, as time and interest allow. Some ideas:

- Using the Venn Diagrams they have created, have students write Comparison/Contrast essays about two style/genres of Missouri music.
- Using the Musical Artist Research Worksheets, have students investigate the lives of two Missouri musical artists, one from their favorite style/genre, and one from the unfamiliar style/genre from their previous activity. This information could be integrated into their oral or written presentations.

Links to musical examples:

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

Jazz: [Clark Terry - Mumbles - YouTube](#)

Hip Hop: [Nelly Country Grammar live on Jay Leno 2000 - YouTube](#)

Country: [Sara Evans - Three Chords and the Truth \(British Country Music Awards 1997\) - YouTube](#)

Spiritual: [Robert McFerrin - I Got To Lie Down - YouTube](#)