

## *Jazz from A to Z*

### High School

**Title of the Lesson: Jazz and The Civil Rights Movement**

**Subject: Az/Am History**

**Grade: 11th**

**Common Core Standard for Reading, Writing or Speaking and Listening:**

11-12.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11-12.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Arizona Social Studies Standard:**

1,1 PO 5. Evaluate primary and secondary sources for: a, authors main points; b. purpose and perspective

1,9 PO 2. Describe aspects of American post-World War II domestic policy: b. Civil Rights

1,9 PO 3. Describe aspects of post World War II American society: c. protest movements

**Overview (*Brief description of lesson*):**

The students will explore primary and secondary sources to discover the connection between Jazz music and the Civil Rights Movement.

**Essential Question(s):**

What influence (if any) did Jazz music have on the African American Civil Rights Movement?

**Key Vocabulary:**

Jazz, Harlem, bebop, tempo, harmony

**Lesson Objective(s):**

The student will use primary and secondary sources to analyze the impact of jazz on the Civil Rights movement.

### **Procedure to Teach the Lesson:**

#### **}} Beginning (set)**

Students will listen to music (Coltrane - Giant Steps) while recoding key vocabulary terms (provided) in their ISN.

#### **}} Middle**

- The students will complete the Music as a Primary Source worksheet while listening to various recordings from Charlie Parker, Dizzy Gillespie, Miles Davis and Thelonious Monk, whole class discussion to follow
- The students will complete the Document Analysis Worksheet for the *Malcolm X* by Manning Marable excerpt and the *Martin Luther King Jr, On the Importance of Jazz. speech*, small group then whole class discussion to follow

#### **}} End (closure)**

For the ticket out the door the students will summarize what they think the influence of Jazz was on the Civil Rights Movement

### **Assessment:**

The students ISN (notebook), the two worksheets, and the ticket out the door will be the assessments for this lesson

### **Sources of Information:**

- Various youtube clips of Jazz musicians
- MLK - On the Importance of Jazz Speech
- Malcolm X by Manning Marable (pg. 62 and 63)

### **Materials Needed:**

- Worksheets (Music as a Primary Source and Document Analysis Worksheet)

## On the Importance of Jazz

### **Dr. Martin Luther King, Jr., Opening Address to the 1964 Berlin Jazz Festival, WPFW News (Washington), [23 August 2002]**

God has wrought many things out of oppression. He has endowed his creatures with the capacity to create and from this capacity has flowed the sweet songs of sorrow and joy that have allowed man to cope with his environment and many different situations.

Jazz speaks for life. The Blues tell the story of life's difficulties, and if you think for a moment, you will realize that they take the hardest realities of life and put them into music, only to come out with some new hope or sense of triumph.

This is triumphant music.

Modern jazz has continued in this tradition, singing the songs of a more complicated urban existence. When life itself offers no order and meaning, the musician creates an order and meaning from the sounds of the earth which flow through his instrument.

It is no wonder that so much of the search for identity among American Negroes was championed by Jazz musicians. Long before the modern essayists and scholars wrote of racial identity as a problem for a multiracial world, musicians were returning to their roots to affirm that which was stirring within their souls.

Much of the power of our Freedom Movement in the United States has come from this music. It has strengthened us with its sweet rhythms when courage began to fail. It has calmed us with its rich harmonies when spirits were down.

And now, Jazz is exported to the world. For in the particular struggle of the Negro in America there is something akin to the universal struggle of modern man. Everybody has the Blues. Everybody longs for meaning. Everybody needs to love and be loved. Everybody needs to clap hands and be happy. Everybody longs for faith.

In music, especially this broad category called Jazz, there is a stepping stone towards all of these.

*Dr. Martin Luther King, Jr. Opening Address to the 1964 Berlin Jazz Festival*

From owner-imap@chumbly.math.missouri.edu Sat Aug [24 13:30:19 2002](#)

Date: Fri, 23 Aug 2002 18:35:01 -0500 (CDT)

From: rich@math.missouri.edu (Rich Winkel)

Subject: Martin Luther King, Jr. on the Importance of Jazz Organization:

PACH Article: 144057 To: undisclosed-recipients;

## Music as a Primary Source

1. Background: Composer, performer?
2. What do you hear? Describe it. (Instruments, voices?)
3. Describe the style of the music, using musical terms (beat, rhythm, instrumentals, vocals, range, tempo, background, melody, dissonance, harmony, percussion, texture, etc.)
4. What themes or connections do you sense in the music?
5. What do you think the composer's purpose, intentions or motivations were?
6. What is the music's impact on the audience (How does it make you feel)?

From [http://www.ourdocuments.gov/doc\\_large\\_image.php?flash=true&doc=96](http://www.ourdocuments.gov/doc_large_image.php?flash=true&doc=96)

**Document Analysis Worksheet** Name \_\_\_\_\_

}} Document Title

\_\_\_\_\_

}} Type of Document (Check One):

\_\_\_\_\_ Newspaper \_\_\_\_\_ Map \_\_\_\_\_ Advertisement

\_\_\_\_\_ Letter \_\_\_\_\_ Congressional Record \_\_\_\_\_ Telegram

\_\_\_\_\_ Speech \_\_\_\_\_ Press Release \_\_\_\_\_ Census Report

\_\_\_\_\_ Book \_\_\_\_\_ Report \_\_\_\_\_ Other

}} Date of the Document \_\_\_\_\_

}} Author or Creator of the Document \_\_\_\_\_

Background of the Author: (position, nationality, gender, occupation, social class, religion, etc.)

\_\_\_\_\_  
\_\_\_\_\_

}} For what audience was the document written?

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}} Document Information:

In your own words, list **3** main ideas from the document. Cite a quote from the document that illustrates each main idea.

1. \_\_\_\_\_

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2.

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3.

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Why was the document written?

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List 3 things the document informs the reader about life in the nation/region at the time it was written.

1.

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2.

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3.

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Is the author of the document a reliable source? Explain.

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Do you detect any bias in this document? Explain.

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Name the most memorable or powerful quote from the document. Why did you choose these words?