



The official 'The Foundations of the Blues'
LESSON PLAN TEMPLATE

The Foundations of the Blues

St. Louis Blues Studies Lesson Plans Template
 Designed by Musician and Fine Arts Educator Richard Hunt

Title:.....



TEACHER:

SUBJECT: :

	Lesson One
LESSON OBJECTIVES (Describe what students are expected to know, or demonstrate.)	
INSTRUCTIONAL OBJECTIVE(S) (Briefly describe the "enabling knowledge" or "sub-skill" to be learned by the student.)	
KEY LESSON CONCEPT AND VOCABULARY AND TERMINOLOGIES	
REQUIRED LESSON MATERIALS	
INSTRUCTIONAL STRATEGIES & LEARNING ACTIVITIES (Briefly describe each.)	
EVALUATION (Briefly describe what students will have to say, write, and/or do to demonstrate meeting the "lesson's" objective. Do not merely compile a list of activities.)	
LESSON RESOURCES AND REFERENCES (list internet site, books, museums) Primary search tool; bing.com	



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Primary Supportive Lesson Concepts

- The most prevalent concept is simply that Blues like every other human arts endeavor is the results of a complexity of components and the most essential components of the blues musical art forms are all straight out of the African Diaspora; not that simple explanation of a sole Mississippi Delta creation. You must also keep in mind that like every other arts movement, American Blues music has consequentially branched off to a variety of related musical formats, some more popular than others, and the Delta Blues variations are the most popular Blues styles giving rise to Rock and Roll, Rhythm and Blues and Hip Hop.
- Lesson plans are designed idiosyncratically to implement specific curricular or an interdisciplinary curriculum format and skilled teachers will generally develop an embrasure for a multicultural interdisciplinary lesson presentation. These sample lesson plans and formatting templates are not designed to any specific school district curriculum and are therefore only lesson plan templates designed to be easily adaptable to any forward thinking curriculum design and are easily executable by today's educators in most disciplines.
- Located at the crossroads of the country, the St. Louis region soaked up the diverse assortment of musical styles and sounds that traveled to, from, and through the area. When the earliest forms of the river boat Blues music and the Delta Blues migrated north from their birthplace along the River out of New Orleans and Memphis and the Mississippi Delta, they melded with the ragtime strains popular in St. Louis at the time and the result is what's known as the St. Louis blues style. Later, American music icons like Scott Joplin, Louis Armstrong and W.C. Handy, Henry Townsend, Johnnie Johnson, Miles Davis, Ike & Tina Turner, Albert King, and Little Milton would hone their craft in St. Louis, creating new versions of the traditional genres of blues, jazz and R&B.
- It is so essential to realize that, jug bands, washboards, harps, and spoons are not a part of the African traditions that give way to blues music, they are circumstantial trends; they took the DRUMS away in 1831. The history of American Blues music is more a Chronological journey of enslaved Africans in America and is recurrently progressive with America's cultural and social political time lines from 1619 to today, from the hole of the Amistad to the White House.
- Although St. Louis Missouri is the regional center of this Mid-Mississippi metropolis; the primarily black community of East St. Louis, Illinois was the area's hotbed of the Blues music and, later, rock and roll. In the 1930s popular East St. Louis pianist Peetie Wheatstraw, "The Devil's Son in Law," touched millions of Depression-era listeners with his moaning vocals in songs about the hardships of working class life. In the 1950s artists like, George Hudson, Miles Davis, Henry Townsend, the Blues and Boogie pianist Johnnie Johnson, Chuck Berry, Albert King, Little Milton, Ike and Tina Turner, took the region by storm before moving on to national and international success. The central Mississippi River region of St. Louis and East Saint Louis Illinois did indeed make a major and lasting impression on the evolution of the Blues musical tradition that permeates the region to this day.

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Instructional Strategy

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> <u>Direct Instruction</u> | <input type="checkbox"/> <u>Indirect Instruction</u> | <input type="checkbox"/> <u>Independent Study</u> | <input type="checkbox"/> <u>Interactive Instruction</u> |
| <input type="checkbox"/> Compare & Contrast | <input type="checkbox"/> Case Study | <input type="checkbox"/> Assisted Questions | <input type="checkbox"/> Brainstorming |
| <input type="checkbox"/> Demonstration | <input type="checkbox"/> Concept Map/Story Mapping | <input type="checkbox"/> Debate | <input type="checkbox"/> Cooperative Learning |
| <input type="checkbox"/> Drill/Practice | <input type="checkbox"/> Inquiry | <input type="checkbox"/> Journaling | <input type="checkbox"/> Role Playing |
| <input type="checkbox"/> Paired Reading | <input type="checkbox"/> Reflective Discussion | <input type="checkbox"/> Learning Center | <input type="checkbox"/> Peer-Partner |
| <input type="checkbox"/> Guided Reading | <input type="checkbox"/> Problem Solving | <input type="checkbox"/> K-W-L | <input type="checkbox"/> Think/Pair/Share |
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Anticipation Guides | <input type="checkbox"/> Note taking | <input type="checkbox"/> Jigsaw |
| <input type="checkbox"/> Previewing Text | <input type="checkbox"/> Pre-Reading | <input type="checkbox"/> Summarizing | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Questioning | <input type="checkbox"/> Learning/Word Walls | <input type="checkbox"/> Homework & practice | <input type="checkbox"/> Cubing |
| <input type="checkbox"/> Modeling | <input type="checkbox"/> Classification | <input type="checkbox"/> Review | <input type="checkbox"/> Small Group Discussion |
| <input type="checkbox"/> Guest Speaker | <input type="checkbox"/> Metaphors | <input type="checkbox"/> Generating & testing hypotheses | <input type="checkbox"/> Stump the Teacher |
| <input type="checkbox"/> Rubric | <input type="checkbox"/> Sequence Charts/Webbing | <input type="checkbox"/> Independent Practice | <input type="checkbox"/> Lab Equipment |
| <input type="checkbox"/> Guided Practice | <input type="checkbox"/> Identifying similarities and differences | | <input type="checkbox"/> Interactive White Board |
| | <input type="checkbox"/> Cues, questions & advance organizers | | <input type="checkbox"/> Digital camera/Multi-media |
| | <input type="checkbox"/> Video/Film/Overhead | | <input type="checkbox"/> Power Point |
| | <input type="checkbox"/> Timelines/Hist-O-Gram | | |
| | <input type="checkbox"/> Graphic Organizer: _____ | | |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ | |

Learning Activity

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Art Work | <input type="checkbox"/> Board Work | <input type="checkbox"/> Charting | <input type="checkbox"/> Computer/Laptop/PDA |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Demonstration | <input type="checkbox"/> Experiment | <input type="checkbox"/> Graphing Calculators |
| <input type="checkbox"/> Graphic Organizers | <input type="checkbox"/> Internet Research | <input type="checkbox"/> Independent Practice | <input type="checkbox"/> Journal Writing |
| <input type="checkbox"/> Note Taking | <input type="checkbox"/> Oral Response | <input type="checkbox"/> Oral Reporting/Presentation | <input type="checkbox"/> Performance |
| <input type="checkbox"/> Probes | <input type="checkbox"/> Research | <input type="checkbox"/> Formative Assessment | <input type="checkbox"/> Writing Activity |
| <input type="checkbox"/> Test | <input type="checkbox"/> Quiz | <input type="checkbox"/> Pre-test | <input type="checkbox"/> Post-test |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ | |
| <input type="checkbox"/> Other: _____ | | <input type="checkbox"/> Other: _____ | |



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