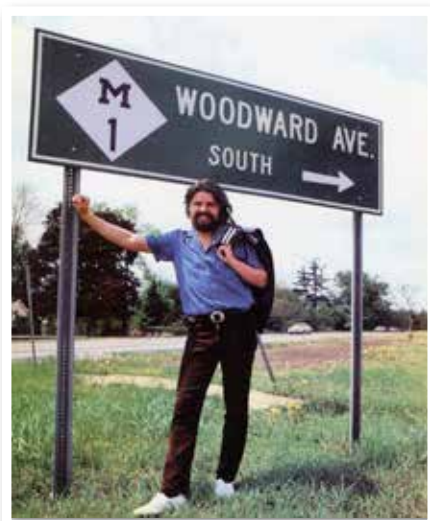


Where
the past
is present

DETROIT HISTORICAL SOCIETY

TEACHER RESOURCE LESSON PLAN

THE MUSICAL LEGACY OF DETROIT



Detroit rocker Bob Seger, c. 1975. From the Detroit Historical Society Collection.

CREATED BY

Anthony Saliccioli, Clarenceville High School

INTRODUCTION

This lesson helps high school United States history students explore the music and historical undercurrents that accompany the rich musical legacy of Detroit.

LEARNING OBJECTIVES

Students will:

- Engage in an investigation of Detroit's musical legacy and create a visual that summarizes Detroit's musical history.
- Understand what primary sources are and utilize them effectively in order to forge their assignment.

RECOMMENDED TIME FRAME

Two to four classes, with hopefully one designated to visit the Kid Rock Music Lab exhibition at the Detroit Historical Museum.

MI GLCES

- **United States History 7.1.1- The Twenties:** Identify and explain the significance of the cultural changes and tensions in the, "Roaring Twenties."
- **United States History 8.2.4- Domestic Conflicts and Tensions:** Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans.
- **Visual, Performing and Applied Arts Standard C.2:** Develop an idea, question, or problem that is guided by the personal, historical, contemporary, cultural, environmental, and/or economic contexts of the visual, performing, or applied arts discipline.

BACKGROUND INFORMATION

It is arguable that there is not a city that has contributed more to the musical landscape of this country than Detroit. Detroit-area artist Kid Rock, through his foundation, contributed an exhibit adjacent to the *Allesee Gallery of Culture*, called the *Kid Rock Music Lab*. The exhibition provides an interactive, participatory space that explores the rich legacy of Detroit's music from Gospel to Motown and all things in between.

"We believe the Kid Rock Music Lab is an inspiring new exhibit for museum-goers," relates Society CEO Bob Bury. "The intention behind the new Kid Rock Music Lab is to help usher in the next generation of Detroit's great musical artists." In this lesson, students will explore the music and historical undercurrents that accompany the rich musical legacy of Detroit.

LESSON PLAN: THE MUSICAL LEGACY OF DETROIT

MATERIALS USED

- Computer or tablet equipped with the Internet.

LESSON SEQUENCE

1. Students will begin by writing down their conjectures. Simply put, they will explore their prior knowledge and establish a mental schematic of Detroit musical history.
2. Students will then engage in computer research through different eras in Detroit music history. Students can either research from their home computers or teachers can procure a computer lab.
3. Students will develop a final project to showcase their research. Teachers will also have the option of making it an individual or group project.

EVALUATION

Grades will be based on the rubrics found at the end of the lesson.

EXTENSION ACTIVITIES

There are several outstanding books to read about Detroit Music History. These books can be read in ELA class or for extra credit in students' history and/or music classes:

- *A History of Jazz in Detroit 1920-1960: Before Motown* By: Lars Bjorn with Jim Gallert
- *Motown: Music, Money, Sex, and Power* By: Gerald Posner
- *Motor City Rock and Roll: The 1960s and 1970s* By: Bob Harris and John Douglas Peters
- *Grit, Noise, and Revolution* By: David A. Carson
- Also showing the film *Standing in the Shadows* is a great supplemental activity. Their site can be accessed at: <http://www.standingintheshadowsofmotown.com/>

For more information about the [Detroit Historical Society](#), or to schedule a field trip to the [Detroit Historical Museum](#) or [Dossin Great Lakes Museum](#), visit detroithistorical.org



THE STEPS IN THIS INVESTIGATION

WHY LOOK AT MUSIC AND HISTORY USING MULTIPLE SOURCES?

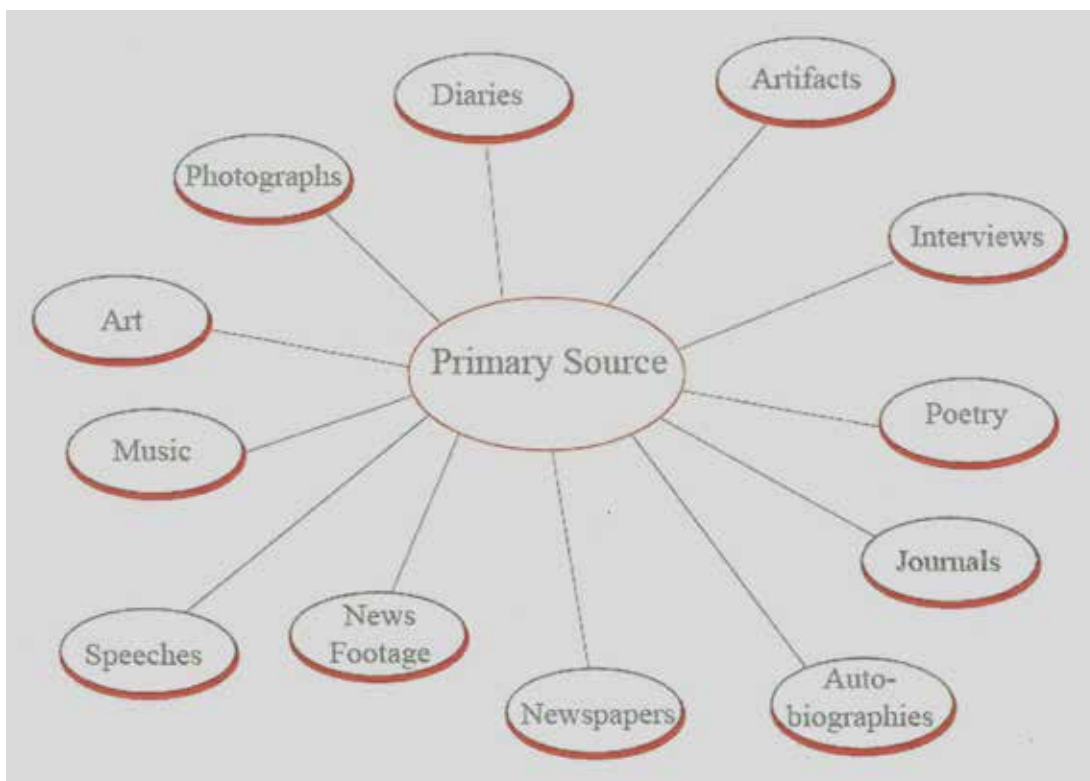
STEP 1: EXPLORE: When beginning an investigation, it is good to start with your conjectures. A conjecture is a speculation or guess we make without have lots of evidence. So why do you think it is important to gauge what you already know, or think you know? Such a question is based on epistemology, the study of knowledge and belief.

So let's see what you know and believe by answering the following questions. Your teacher will tell you whether to discuss these or write them down.

- What types of music do you enjoy?
- How does Detroit's music scene and history compare to other places?
- What Detroit-area artists do you know of and what are some of your favorite songs they made?
- What is expressed through music? Is it just a song, or can it be symbolic of deeper culture and history? Explain your rationale.
- How did you think Jim Crow times affected the music of that time? What changes in music would you hypothesize during post-Jim Crow times?

Express your conjectures related to these questions. You can't be wrong here, just express your opinions and gauge how much prior knowledge, if any, you have on this subject.

STEP 2: RESEARCH: Evaluate primary sources related to Detroit's role in the history of American music. Before this, remind yourself what primary sources are. Your choices of primary sources include the following:



THE STEPS IN THIS INVESTIGATION

WHY LOOK AT MUSIC AND HISTORY USING MULTIPLE SOURCES?

Understand that primary sources have no inherent meaning or biases. It is you who must provide the meaning. Use the table provided to keep track of your research through the various eras of Detroit music history. Research these bands and the times they lived in. What was going on in the city, the country, and the world? Listen to the music, read articles about them, look at pictures and/or any primary source you find. When you are done with your researching, piece together the collective story of Detroit music from your vantage point.

STEP 3: SHOW YOUR THINKING: It is now time to show your thinking. Use what you have learned from researching the primary sources and create a cogent story on Detroit's contributions to music and culture.

You have choices on how to show your thinking. Please choose one of the following options and refer to the rubrics to ensure you receive a high grade:

1. Write a paper that tells a cogent story of Detroit's musical history. Make sure that you include descriptions of the eras of music and what was going on during the times the music was being made. Include how the music changed over time and answer the prompt: "Support or challenge the notion that Detroit made the biggest contribution to American music of any city". Back your assertion up by including evidence from your research.
2. Create a Prezi by going to www.prezi.com. In your Prezi, include the eras of Detroit music history and include musical samples and the primary sources you researched. You will give an oral presentation to accompany your Prezi.
3. Develop a group oral presentation on your research findings. Have you and your group members give an oral report on what you learned about Detroit music history. Include the primary sources you chose and focus your talk on what made Detroit unique in its musical contributions.

STEP 2: RESEARCH WORKSHEET

ERA OF MUSIC - WITH DETROIT EXAMPLES	PRIMARY SOURCE CHOSEN	WHAT DID YOU LEARN?	CITATION
<p>The Music of Black Detroit before Big Band Jazz (1900-1920): Leroy Smith Orchestra, Floyd Hickman Orchestra, Hank Duncan, Kentucky Serenaders</p>			
<p>The Creation of Big Band Jazz (1920-1945): Earl Walton Orchestra, Jean Goldkette Orchestra, McKinney's Cotton Pickers, Chocolate Dandies</p>			
<p>The Birth of Bop (1945-1959): Phil Hill Combo, George Jenkins Group, Bill Randle, Club Congo Orchestra, Leonard Morrison Band</p>			
<p>The Rise of Motown in Detroit (1959-1972): Barry Gordy, The Funk Brothers, Diana Ross, Smokey Robinson, The Temptations, Marvin Gaye, Martha and the Vandellas, Aretha Franklin</p>			
<p>The Rise of Motor City Rock and Roll (1957-1973): Mitch Ryder and the Detroit Wheels, Iggy Pop and the Stooges, the MC5, Ted Nugent, the Bob Seger System, Alice Cooper</p>			
<p>The 80's and 90's: Madonna, Anita Baker, Was Not Was, The birth of Techno with the Belleville Three</p>			
<p>The 21st Century: Kid Rock, Eminem, The White Stripes and what is to come?</p>			

GRADING RUBRIC FOR OPTION ONE - PAPER:

	SUBPAR	PAR	SUPERIOR	POINTS
CONJECTURES (10 Points possible)	<ul style="list-style-type: none"> 1) Lacks independent thought 2) Demonstrates minimal effort 3) Answers none or just one of the initial questions asked 	<ul style="list-style-type: none"> 1) Shows a degree of independent thought 2) Adequate effort given 3) Answers some of the initial questions 	<ul style="list-style-type: none"> 1) Clearly is making conjectures that are based on deep reflection 2) Answers all the questions in detail beyond what would be expected. 3) Answers all of the questions asked in the prompt. 	/10
ESSAY (40 points possible)	<ul style="list-style-type: none"> 1) One paragraph or less in length 2) Lack of structure and effort 3) Several grammatical errors 4) Failure to answer questions in prompt 	<ul style="list-style-type: none"> 1) Two or three well-thought out paragraphs 2) Adequate effort and thought exhibited 3) Very few grammatical errors 4) Answers questions in prompt 	<ul style="list-style-type: none"> 1) Exceeds three paragraphs 2) Considerable effort is demonstrated from final paper 3) Zero grammatical errors 4) Answers questions in prompt with considerable reflection and insights 	/40
TOTAL POINTS				/50

GRADING RUBRIC FOR OPTION TWO - PREZI:

CATEGORY	4	3	2	1
Clarity and Neatness	Prezi is easy to read; all elements are clearly written, labeled, or pictured	Prezi is easy to read; most elements are clearly written, labeled, or pictured	Prezi is hard to read with rough photos and labels	Prezi is hard to read and one cannot tell what goes where
Multimedia	Prezi includes lots of photos, videos, and links	Prezi includes some photos, videos, and/or links	Prezi includes one or two photos, a video, and/or a link	Prezi does not include photos, video, or a link
Spelling & Grammar	No spelling or grammatical mistakes on a Prezi with lots of text	No spelling or grammatical mistakes on a Prezi with little text	One spelling or grammatical error on the Prezi	More than one spelling or grammatical error on the Prezi
Content	All content is in the students' own words and is accurate	Almost all content is in the students' own words and is accurate	At least half of the content is in the students' own words and is accurate	Less than half of the content is in the students' own words and/or is accurate
Required Elements	Sections were all grouped; a path was used and easy to follow	Some sections were grouped; a path was used but not easy to follow	Few sections were grouped, and no path was used	No grouping was used, and no path was used
Presentation/Delivery	Presented to the class with clear attention to displaying/projecting: clarity, pronunciation, volume, confidence, composure	Presented to the class with some attention to displaying/projecting: clarity, pronunciation, volume, confidence, composure	Presented to the class with minimal attention to displaying/projecting: clarity, pronunciation, volume, confidence, composure	Presented to the class without clear attention to displaying/projecting: clarity, pronunciation, volume, confidence, composure

GRADING RUBRIC FOR OPTION THREE - GROUP PRESENTATION:

INCLUSION OF 7 ERAS OF DETROIT MUSIC HISTORY: <ul style="list-style-type: none">• Relevant & significant examples• Follows chronology• Illuminates not only what the music was like at the time, but what the culture was like during the time	/21
COOPERATION <ul style="list-style-type: none">• Every student contributed• Work load is shared and there is team cohesion	/10
PRIMARY SOURCES <ul style="list-style-type: none">• Are they well thought out?• Are they illustrative of the time frame and music?	/10
USE OF VISUAL AID: <ul style="list-style-type: none">• Relevant and informative• Correlates with presentation	/10
CREATIVITY/PRESENTATION DELIVERY: <ul style="list-style-type: none">• Effectiveness• Able to communicate important information to class	/10
TOTAL:	/61
ADDITIONAL COMMENTS:	