

# What's the Big Idea?

Exploring the Lyrics of Jazz and Blues Music  
through Poetry

An Arts-Integrated Unit using Understanding by  
Design© by Megan Smith and Courtney Williams



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# Exploring the Lyrics of Jazz and Blues Music through Poetry

## Part 1: Music Performance Task

*Note: This Jazz and Blues Unit, incorporating principles of Understanding by Design®, includes two related performance tasks to be concurrently implemented by a music teacher and a language arts teacher. Part 2, the Communication Arts Performance Task, is on pages 8-17.*

**Submitted by: Megan Smith and Courtney Williams**

**School District: Pleasant Hill R-III**

**For: 6<sup>th</sup> Grade Music and Communication Arts**

## Part 1: Music

### What's the Big Idea?

1. Topic that Leads to the Big Idea: Blues Music
2. The Big Idea: Students will understand how blues music communicates a personal message.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:  
Students will:
  - perform a 12-bar blues accompaniment
  - play the guitar with precision
  - examine poetry
  - write blues lyrics
  - sing blues songs
4. The Essential Questions:  
How does music communicate a message?  
What problem-solving strategies can individuals use to manage conflict and change?  
What is worth fighting for?  
How does music communicate a message?

### How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.
  - Students will create personalized blues lyrics that demonstrate the history and motivation behind blues music.
  - Students will write a personal essay describing their experience and what they learned in this unit.

- Students will present one of the following performance tasks to the class along with a 12-bar blues accompaniment:
  1. Sing your lyrics along with guitar accompaniment.
  2. Using a G blues scale, improvise patterns along with the 12-bar blues accompaniment.
  3. Write a paragraph explaining the purpose and/or motivation for writing your lyrics
  4. Create a piece of art supporting your blues song.
  5. If you have another idea, come and talk to me!

## What Do Students Need to Learn?

### 6. Show-Me Standards and Grade-Level Expectations:

#### **Fine Arts:**

##### FA 1: Product Performance

#### 1. Develop and apply skills to perform and communicate through the arts.

##### A. Independent Singing

- Grades 6-8: Demonstrate singing skills using a singing voice
- Grades 6-8: Match pitch in an appropriate range

##### FA 1: Product Performance

#### 1. Develop and apply singing skills and communicate through the arts

##### A. Repertoire

- Grades 6-8: Apply stylistic elements needed to perform the music of various genres and cultures.

##### FA 1: Product Performance

#### 1. Develop and apply instrumental music skills to perform and communicate through the arts

##### A. Instrumental Performance Skills

- Grades 6-8: Read and perform at least five pitches on a melodic instrument
- Grades 6-8: Read and perform rhythms in simple meter
- Grades 6-8: Read and perform a short song using effective expression and characteristic timbre.

##### C. Repertoire

- Grades 6-8: Perform a varied repertoire of music representing diverse cultures, genres, and styles

##### FA 1: Product Performance

#### 3. Develop and apply improvisation skills in music to communicate through the arts

##### A. Improvisation

- Grades 6-8: Improvise short rhythmic and melodic patterns (blues scale)

##### FA 2: Elements of Music

#### 1. Develop and apply the knowledge and skills to read and notate music.

##### A. Rhythmic Notation

- Grades 6-8: Interpret and Perform standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines.

##### B. Melodic notation

- Grades 6-8: Identify and employ standard pitch notation in the treble clef, including one ledger line above and below the staff.

##### FA 3: Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance.
  - A. Musical Forms
    - Grades 6-8: Identify and analyze forms and composition techniques: DC/Fine
    - Grades 6-8: Identify forms used in selected ensemble repertoire (blues)

**FA 4: Interdisciplinary Connections**

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts.
  - A. Connections between music and related arts and humanities
    - Grades 6-8: Discuss ways that each of the arts can enhance understanding and communication globally.
  - B. Connections between music and non-arts disciplines
    - Grades 6-8: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music.

**FA 5: Historical and Cultural Contexts**

1. Develop and apply the knowledge and skills to understand works of art in time and place.
  - A. Genres and Styles
    - Grades 6-8: Identify characteristics of teacher-selected genres and styles: Jazz, American
  - C. Music's role and function in Various Cultures
    - Grades 6-8: Describe the function of music in various settings and cultural events.

**Communication Arts:**

**CA 4: Writing**

2. Compose well-developed text
  - A. Audience and Purpose
    - Compose text
      - a. showing audience awareness
      - b. choosing a form appropriate to specific topic and specific audience
  - E. Conventions
    - In written text
      - a. use conventions of capitalization
      - b. use colon to introduce lists
      - c. use correct pronoun case
      - d. use dictionary, spell-check and other resources to edit for correct spelling
      - e. write legibly

**Process/Performance**

Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

*Students will demonstrate within and integrate across all content areas the ability to*

9. identify, analyze and compare the institutions, traditions and art forms of past and present societies

Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

*Students will demonstrate within and integrate across all content areas the ability to*

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
5. perform or produce works in the fine and practical arts

Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

*Students will demonstrate within and integrate across all content areas the ability to*

5. reason inductively from a set of specific facts and deductively from general premises

# How Are You Going to Make it Happen?

Describe what **the teacher** will do; describe what the **students** will do.

The teacher will:

- present African American history, including civil war times, segregation, and civil rights movement and will review information with students with the think-pair-share questions: How do you think African Americans conveyed their emotions through music? How does the music you listen to today communicate emotion? What is one reason that Blues music developed?
- present information in textbook about blues artists Bessie Smith and Huddie Ledbetter, listen to and sing their music
- model blues singing and improvisation and give students the opportunity to sing and improvise
- present a YouTube video of current artist BB King and compare/contrast his music with earlier artists, Bessie Smith or Huddie Ledbetter, using guided reciprocal peer questioning
- model playing the guitar with one (G and C) and three (D7) finger chords
- model playing three notes on the first, second, and third guitar string, and use scans of guitar booklet on Smart Board to instruct students
- provide an article about blues music and a worksheet with guided questions. With a partner, students answer questions from the text
- read blues music as poetry from the book “Blues Journey,” pointing out African American dialect
- analyze the meaning of a blues text through open discussion/guided reciprocal peer questioning (possible question: What is the meaning of these blues lyrics?)
- read information on Blues lyrics in the textbook and have students brainstorm blues lyrics ideas that relate to their own lives; provide outline for writing lyrics
- read poem “Bound No’t h Blues” from the textbook and have students identify similarities between the poem and blues music through Rally Robin discussion
- provide blues melodies to use with blues lyrics, time for working on differentiated projects in class, time for presentations in class, guided reflection sheet at completion of unit, and feedback and reinforcement of guitar playing skills

Students will:

- acquire skills and practice a 12-bar blues accompaniment using the G, C, and D7 chords
- demonstrate proper guitar-playing technique (pick, strumming, finger and body position, transitions between chords)
- examine the poetic qualities of blues music and create their own blues lyrics along with a given blues melody (unless they would like to compose them)
- sing blues songs, matching pitch in an appropriate range
- create personalized blues lyrics that demonstrate the history and motivation behind blues music
- choose from the following list of performance tasks to present along with a 12-bar blues accompaniment:
  1. Sing your lyrics along with guitar accompaniment.
  2. Using a G blues scale, improvise patterns along with the 12-bar blues accompaniment.
  3. Write a paragraph explaining the purpose and/or motivation for writing your lyrics
  4. Create a piece of art supporting your blues song.
  5. If you have another idea, come and talk to me!
- write a personal essay describing their experience and what they learned in this unit

### Music Performance Task Scoring Guide

Criteria	Advanced (4)	Proficient (3)	Basic (2)	Below Basic (1)
<b>Blues Lyrics: Verses with aab form</b>	Student creates two verses, each with three lines	Student creates one complete verse and one incomplete verse	Student creates two incomplete verses	Student creates part of one verse or no verses
<b>Blues Lyrics: Student creates personal blues lyrics</b>	Student creates two meaningful blues verses that personally connect to his/her life	Student creates one verse that relates to his/her life and one that does not.	Student creates two verses that do not relate to his/her life.	Student creates one verse that does or does not relate to his/her life (1) OR no verses (0)
<b>Guitar Technique</b>	Student plays the guitar with proper posture and pick technique throughout all 12 measures	Student plays the guitar with proper posture and pick technique throughout 8-11 measures	Student plays the guitar with proper posture and pick technique throughout 4-7 measures	Student plays the guitar with proper posture and pick technique throughout 0-3 measures
<b>Chords of 12-bar blues</b>	Student performs all chords (G, C, D7) correctly throughout the 12 measures.	Student performs 2 chords correctly through all 12 measures OR all chords correctly in 8-11 measures	Student performs 1 chord correctly through all 12 measures OR all chords correctly in 4-7 measures	Student performs 0 chords correctly through all 12 measures OR all chords correctly in 0-3 measures
<b>Transitions of 12-bar blues</b>	Student performs all 12 measures with smooth transitions	Student performs 8-11 measures with smooth transitions	Student performs 4-7 measures with smooth transitions	Student performs 0-3 measures with smooth transitions
<b>Essay</b>	Student writes one paragraph with four details supporting their understanding of the Blues Guitar Unit	Student writes one paragraph with three details supporting their understanding of the Blues Guitar Unit	Student writes one paragraph with two details supporting their understanding of the Blues Guitar Unit	Students writes one paragraph with one or no details supporting their understanding of the Blues Guitar Unit

Total \_\_\_\_\_/24

## Project Scoring Guide

Criteria: Project	<b>Advanced (12)</b>	<b>Proficient (9)</b>	<b>Basic (6)</b>	<b>Below Basic (3)</b>
<b>Project: Singing</b>	Meets all of the criteria: __ Matches Pitch __ Sings Expressively __ Understandable (Projects voice & diction) __ Stays with the accompaniment	Meets 3 of the criteria: __ Matches Pitch __ Sings Expressively __ Understandable (Projects voice & diction) __ Stays with the accompaniment	Meets 2 of the criteria: __ Matches Pitch __ Sings Expressively __ Understandable (Projects voice & diction) __ Stays with the accompaniment	Meets 1 of the criteria: __ Matches Pitch __ Sings Expressively __ Understandable (Projects voice & diction) __ Stays with the accompaniment
<b>Project: Improvisation</b>	Meets all of the criteria: __ Uses pitches of the G blues scale __ Varies the rhythm __ Stays with the accompaniment __ Ringing Tone Quality	Meets 3 of the criteria: __ Uses pitches of the G blues scale __ Varies the rhythm __ Stays with the accompaniment __ Ringing Tone Quality	Meets 2 of the criteria: __ Uses pitches of the G blues scale __ Varies the rhythm __ Stays with the accompaniment __ Ringing Tone Quality	Meets 1 of the criteria: __ Uses pitches of the G blues scale __ Varies the rhythm __ Stays with the accompaniment __ Ringing Tone Quality
<b>Project: Writing</b>	Meets all of the criteria: __ Spelling __ Grammar __ 4 supporting details __ Explains blues lyrics	Meets 3 of the criteria: __ Spelling __ Grammar __ 4 supporting details __ Explains blues lyrics	Meets 2 of the criteria: __ Spelling __ Grammar __ 4 supporting details __ Explains blues lyrics	Meets 1 of the criteria: __ Spelling __ Grammar __ 4 supporting details __ Explains blues lyrics
<b>Project: Art</b>	Meets all of the criteria: __ Parallels students' blues lyrics __ Expresses the blues genre __ Originality __ Aesthetic Quality	Meets 3 of the criteria: __ Parallels students' blues lyrics __ Expresses the blues genre __ Originality __ Aesthetic Quality	Meets 2 of the criteria: __ Parallels students' blues lyrics __ Expresses the blues genre __ Originality __ Aesthetic Quality	Meets 1 of the criteria: __ Parallels students' blues lyrics __ Expresses the blues genre __ Originality __ Aesthetic Quality

**Total \_\_\_\_\_/12**



# Exploring the Lyrics of Jazz and Blues Music

## Part 2: Communication Arts Performance Task

*Note: This Jazz and Blues Unit, incorporating principles of Understanding by Design®, includes two related performance tasks to be concurrently implemented by a music teacher and a language arts teacher. Part 1, the Music Performance Task, is on pages 2-7.*

**Submitted by: Megan Smith and Courtney Williams**

**School District: Pleasant Hill R-III**

**For: 6<sup>th</sup> Grade Music and Communication Arts**

## Part 2: Communication Arts

### What's the Big Idea?

1. Topic that Leads to the Big Idea: Black History
2. The Big Idea: Students will understand contributions of the African American culture to American society.
3. Knowledge, Skills and Abilities Addressed as Learner Objectives:  
Students will:
  - create questions to guide their research of a famous blues or jazz composer
  - use multiple resources to acquire information
  - record information using a variety of note-taking/organizational strategies
  - document research sources
  - present using appropriate volume, rate of speech, and eye contact
4. The Essential Questions:  
How have African Americans contributed to our society?  
How does our past affect us today?

### How Will You Know What They Are Learning?

5. Identify the performance tasks that will produce evidence of learning.
  - Students will write a personal essay describing their experience and what they learned from this unit.
  - Students will complete one of the following tasks to demonstrate their understanding of the blues or jazz composer they chose to research:
    1. Create a skit

2. Host/give an interview – assuming the role of the person researched
3. Create a piece of art (visual or performance)
4. Create a video (flip camera, Movie Maker, etc.)
5. Create a presentation (PowerPoint, Google Presentation, poster, etc.)
6. Other options available upon teacher approval

## What Do Students Need to Learn?

### 6. Show-Me Standards and Grade-Level Expectations:

#### Communication Arts

##### CA 1: Reading

#### 1. Develop and apply skills and strategies to the reading process

##### D. Fluency

**Grade 6:** Read grade-level instructional text

- a. With fluency, accuracy and expression
- b. Adjusting reading rate to difficulty and type of text

##### F. Pre-Reading

**Grade 6:** Apply pre-reading strategies to aid comprehension:

- a. Access prior knowledge
- b. Preview
- c. Predict with evidence
- d. Set a purpose and rate for reading

##### G. During Reading

**Grade 6:** During reading, utilize strategies to

- a. Determine meaning of unknown words
- b. Self-monitor comprehension
- c. Question the text
- d. Infer
- e. Visualize
- f. Paraphrase
- g. Summarize

##### I: Making Connections

**Grade 6:** Compare, contrast, and analyze connections:

- a. Text to text (information and relationships in various fiction and non-fiction works)
- b. Text to self (text ideas and own experiences)
- c. Text to world (text ideas and the world by identifying how literature reflects a culture and historic time frame)

#### 3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times

##### C. Text Structures

**Grade 6:** Use details from text to

- a. Demonstrate comprehension skills previously introduced
- b. Paraphrase author's stated ideas
- c. Make predictions
- d. Make inferences
- e. Evaluate the accuracy of the information
- f. Sequence events
- g. Compare and contrast

- h. Identify point of view
- i. Determine and/or compare authors' viewpoints
- j. Identify and explain cause and effect
- k. Identify problem solving processes and explain the effectiveness of solutions
- l. Analyze two or more texts

## CA 2: Writing

### 1. Apply a writing process in composing text

#### A. Writing Process

**Grade 6:** Follow a writing process to

- a. Use appropriate prewriting strategies
- b. Generate a draft
- c. Reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice
- d. Edit for conventions
- e. Share writing

### 2. Compose well-developed text

#### A. Audience and Purpose

**Grade 6:** Compose text

- a. Showing awareness of audience
- b. Choosing a form appropriate to topic and specific audience

### 3. Write effectively in various forms and types of writing

#### A. Forms/Types/Modes of Writing

**Grade 6:** Compose a variety of texts,

- a. Using narrative, descriptive, expository, and/or persuasive features
- b. Including a summary (narrative or informational)

## CA 3: Listening and Speaking

### 1. Develop and apply effective listening skills and strategies

#### A. Purpose for Listening

**Grade 6:** Listen

- a. For enjoyment
- b. For information

### 2. Develop and apply effective speaking skills and strategies for various audiences and purposes

#### A. Discussion and Presentation

**Grade 6:** In discussions and presentations,

- a. Speak clearly and stay on topic
- b. Use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact

## Process/Performance Standards:

### Goal 1

1. Develop questions and ideas to initiate and refine research
2. Conduct research to answer questions and evaluate information and ideas
4. Use technological tools and other resources to locate, select and organize information
5. Comprehend and evaluate written, visual and oral presentations and works
7. Evaluate the accuracy of information and the reliability of its sources
8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies

### Goal 2

1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
2. Review and revise communications to improve accuracy and clarity

3. Exchange information, questions and ideas while recognizing the perspectives of others
4. Present perceptions and ideas regarding works of the arts, humanities and sciences
5. Perform or produce works in the fine and practical arts

## How Are You Going to Make it Happen?

Describe what **the teacher** will do; describe what **students** will do.

The teacher will:

- present information about the Underground Railroad using an interactive website: <http://www.nationalgeographic.com/railroad/>
- read *Through My Eyes* by Ruby Bridges to provide an autobiographical account of Ruby Bridges's life; prompt students through note-taking and summarization activities
- read *When Harriet Met Sojourner* by Catherine Clinton to provide information about Harriet Tubman and Sojourner Truth
- read *Testing the Ice: A True Story About Jackie Robinson* by Sharon Robinson (Jackie Robinson's daughter)
- provide a nonfiction article about Martin Luther King, Jr. for students to read independently; prompt students through note-taking and summarization activities
- provide copies of *Scholastic News*, Feb. 15, 2010 edition, which focuses on Black History; guide students through comprehension activities (predicting, inferring, summarizing, paraphrasing, etc.)
- guide students in a discussion to help them generate research questions
- provide print and online resources for students to use during the research process
- provide graphic organizers to collect information during research
- provide class time to work on culminating project

Students will:

- create questions to guide their research of a famous blues or jazz composer
- use multiple resources to acquire information about the history and accomplishments of a famous blues or jazz composer
- record information using a variety of note-taking/organizational strategies
- accurately document research sources used to acquire information about blues and jazz composers

**Note:** The following pages include:

1. Scoring Guide
2. Research Project Details
3. List of Artists
4. Research Project Notes Page
5. Resources

Name \_\_\_\_\_ Hour \_\_\_\_\_

**Scoring Guide for Jazz and Blues Research Project**

<b>Topic &amp; Expectations</b>	<b>5 points</b>	<b>4-3 points</b>	<b>2-1 points</b>	<b>0 points</b>
Childhood Information ___ Birth date and ___place ___ Family info (parents/siblings) ___ Early Influences (if applicable) ___ Additional childhood facts	Childhood information was covered thoroughly. All areas were covered thoroughly.	Childhood information was stated but with some detail. Most areas were covered.	Childhood information was barely addressed. Some areas were covered.	Childhood information was not addressed.
Early Adulthood Information ___ Schooling info ___ Marriage & children ___ Influences (if applicable) ___ Additional facts	Early adulthood information was covered thoroughly. All areas were covered thoroughly.	Early adulthood information was stated but with some detail. Most areas were covered.	Early adulthood information was barely addressed. Some areas were covered.	Early adulthood information was not addressed.
Societal Contributions* ___ What is he/she famous for? ___ How did he/she accomplish this? ___ During what time period was this person famous? ___ Problems faced?	Contribution information was covered thoroughly.  All areas were covered thoroughly.	Contribution information was stated but with some detail.  Most areas were covered.	Contribution information was barely addressed.  Some areas were covered.	Contribution information was not addressed.
Impact* ___ Connection to your life ___ How this person impacted society ___ Well-known songs ___ Still alive/date of death	Impact information was covered thoroughly.  All areas were covered thoroughly.	Impact information was stated but with some detail.  Most areas were covered.	Impact information was barely addressed.  Some areas were covered.	Impact information was not addressed.
Quality of Project* ___ Craftsmanship ___ Organization/Neatness	Effort and hard work are reflected through the results of the project; The project is put together nicely.	Effort and hard work are slightly reflected in the project; The project is fine, but could be neater.	Effort and hard work are barely reflected in the project; the project is a little sloppy /unorganized.	Effort and hard work are not reflected in the project.
Mechanics ___ grammar ___ punctuation ___ spelling	2 or fewer mistakes.	3-4 mistakes	5-9 mistakes	10 or more mistakes
Bibliography ___ More than one type of source ___ All sources complete	Correctly written according to the examples. All sources complete.	All sources included with 2-5 mistakes.	All sources included with 6 or more mistakes.	Bibliography was not included in this project.
Notes pages ___ All sections of notes pages filled in (if applicable)	All 4 sections of notes pages complete.	3 sections of notes pages complete.	2-1 sections of notes pages complete.	No sections of notes pages complete.
Completion ___ Project on time ___ Notes on time	Project and notes turned in on time	n/a	Project OR notes turned in on time, but not both	Project and notes turned in late or not at all.

Mis: **Total Points: \_\_\_\_\_ / 60**

# **Blues and Jazz Research Project**

Your assignment is to research a famous blues or jazz artist. This person can be living or deceased. You will select the person you are to research from a list in class. **Please include the following information** in your project if you wish to receive an **A** for your work.

- Date of birth/place of birth
- Family information (parents' names, siblings, etc.)
- Early childhood information (where they grew up, anything special that happened to them at this time, etc.)
- Family influences (if applicable)
- Schooling information (colleges/universities)
- Marriage, kids (if applicable)
- Contribution (what is this person known for, and how did he/she accomplish this – what was his/her path to success?)
- Some popular songs credited to this artist
- Time period affected by this person (what years did he/she play, compose, or perform?)
- Problems faced
- Connection to your life
- Death date, or are they still living?
- In your opinion, how did this person impact the society we live in today?

## **Project Options**

- Create a skit
- Host/give an interview – assuming the role of the person researched
- Create a piece of art (visual or performance)
- Create a video (flip camera, Movie Maker, etc.)
- Create a presentation (PowerPoint, Google Presentation, poster, etc.)
- Other options available upon teacher approval

## **Bibliography:**

You need to include a bibliography with your project. This is a sheet that will list all the resources you used. You should use multiple resources; it is best to use a mixture of book/internet/database resources. This will also be part of your grade.

## **Oral Report:**

You will present your project in class. You will receive a grade on your presentation. I will look for the following: good eye contact; loud, clear voice; standing up straight, tall, and still; no hands in pockets; proper behavior (no laughing, chewing gum, etc.); your behavior while other students present.

## Blues and Jazz Artists

John Coltrane

Charlie Parker

Miles Davis

William C. Handy

Sam "Lightnin'" Hopkins

Chester Arthur Burnett ("Howlin' Wolf")

Ella Fitzgerald

Sarah Vaughan

Harry Connick, Jr.

Frank Sinatra

Ray Charles

Eric Clapton

Bonnie Raitt

Huddie Ledbetter ("Lead Belly")

Mamie Smith

Corey Harris

Jimi Hendrix

Son House

Mississippi John Hurt (John Smith Hurt)

Skip James

B.B. King

Muddy Waters (McKinley Morganfield)

Koko Taylor (Cora Walton)

Count Basie

Louis Armstrong

Duke Ellington

Rosco Gordon

Buddy Guy

Bessie Smith

**Jazz and Blues Research Notes Page**

<p>Birth date:</p> <p>Birth place:</p> <p>Parents:</p> <p>Siblings:</p> <p>Family influences:</p> <p>Other interesting/important childhood facts:</p>	<p><b>Notes</b></p>
<p>Education:</p> <p>Married to:</p> <p>Children:</p> <p>Influences (family or other):</p> <p>Other interesting/important facts:</p>	<p><b>Notes</b></p>

<p>What is he/she famous for?</p> <p>How did he/she accomplish this?</p> <p>During what time period was this person famous?</p> <p>What were some problems this person faced?</p>	<p><b>Notes</b></p>
<p>What connection does this person's accomplishment/career have to your life today?</p> <p>How has this person impacted society?</p> <p>Well-known songs:</p> <p>Is this person still alive? If not, when did he/she pass away?</p>	<p><b>Notes</b></p>

## **Research Resources**

*Ella Fitzgerald: A Twentieth-Century Life* by Stone, Tanya Lee  
*Duke Ellington: Jazz Master* by Brown, Gene  
*A History of American Music: Jazz* by Handyside, Christopher  
*A History of American Music: Rock* by Handyside, Christopher  
*A History of American Music: Blues* by Handyside, Christopher  
*Who Was Louis Armstrong?* by McDonough, Yona Zeldis  
*Ray Charles: Find Another Way!* by Sloate, Susan  
*Music: Jazz and Blues* by Brasch, Nicolas  
*Louis Armstrong: Journey to Freedom* by Fahlenkamp-Merrell, Kindle  
*Duke Ellington* by Pinkney, Andrea and Brian  
*Duke Ellington* by Venezia, Mike  
*Jimi Hendrix* by Gelfand, Dale Evva  
*Jimi Sounds Like a Rainbow* by Golio, Gary  
*African American Biographies: Bessie Smith* by Manera, Alexandria  
*Charlie Parker Played Be Bop* by Raschka, Chris  
*Charlie Parker: Musician* by Frankl, Ron  
*Miles Davis: Jazz Master* by Dell, Pamela  
*Ella Fitzgerald: The Tale of a Vocal Virtuosa* by Pinkney, Andrea Davis  
*Louis Armstrong (Graphic Biographies)* by O'Hern, Kerri  
*Louis Armstrong* by Holland, Gini  
*Louis Armstrong: Musician* by Partridge, Kenneth  
*Louis Armstrong: Jazz Legend* by Raum, Elizabeth  
*Louis Armstrong and the Jazz Age* by Elish, Dan  
*Play, Louis, Play! The True Story of a Boy and His Horn* by Weinstein, Muriel Harris  
*Louis Armstrong* by Schuman, Michael  
*Ray Charles: Musician* by Hubbard-Brown, Janet  
*Ray Charles and the Birth of Soul* by Wood, Adam  
*Ray Charles: Young Musician* by Sloate, Susan  
*Ray Charles* by Ford, Carin  
*Ella Fitzgerald: First Lady of Jazz* by Schoeneberger, Megan  
*Every Day I Sing the Blues: The Story of B.B. King* by Shirley, David  
*Jazz Stars* by Rennert, Richard  
*Duke Ellington* by Ford, Carin