

The Rise of Jazz Music

In this lesson, students will begin to understand the basic elements and origins of jazz music and the significance of this popular genre of music on American culture.

Grades: 2-5	Subject: ELA/SS
Essential Question(s)	What are the basic elements of jazz music? How did jazz originate, and where did it gain popularity?
Focus Standard(s)	CCSS.ELA-Literacy.RI.2.3_3.3_4.3_5.3: Explain (the relationships or interactions between two or more individuals), events, ideas, or concepts in a historical scientific, or technical text, (including what happened and why), based on specific information in the text.
Learning Objective(s)	Students will be able to describe the rise of jazz music in America including its origins and significance to Black communities.
Materials/Resources	Word of the Week! Jazz (Level 1) Word of the Week! Jazz (Level 2) New Center for Jazz Star (Level 2) The Most Famous Cheeks in Jazz! (Level 2) 100 Years of Ella Fitzgerald (Level 2) Whiteboard or chart paper; marker Graphic organizer; rubric
Vocabulary	Lyrics: words of a song; fusions: mixes
Anticipatory Set	Begin the lesson by asking students about types of music they like or listen to. Ask students if they've ever heard of a genre of music called jazz. Play the video from the article, "Word of the Week! Jazz" and ask students to listen to the music. (If time allows, play the video twice.) Ask students to describe the music and write a list of those words on a whiteboard or chart paper. (Sample responses: lively, energetic, cool, smooth, soulful, expressive, laid-back, chill, bold, vibrant, upbeat, happy, positive, etc.)
Guided Instruction	<ul style="list-style-type: none"> · Explain to students that today they are going to learn the importance of jazz music on American culture. They will discover where and how jazz music began and the influential people who made it popular in America. · Begin with the article, "Word of the Week! Jazz." Read the article aloud, or invite students to read the article with a partner. As they read the article, have them complete the 5W's graphic organizer. (See below) · After students have completed the graphic organizer, lead a discussion about where jazz music began and why it became popular during the 1920s and 1930s.
Independent Activity	After the discussion, explain to students that they are going to choose a famous jazz musician and create 'doodle' notes (a combination of pictures and words) describing the musician and their influence on jazz music. (See optional articles under materials.) Students can also add a short summary to their 'doodle' notes.
Closure/Assessment	Collect students' doodle notes and assess for understanding using the attached rubric.
Differentiation	Adjust lexile levels as needed; use accessibility tools and Read-to-Me feature as needed; print copies of article

Student Name: _____

Criteria	4 (Excellent)	3 (Proficient)	2 (Basic)	1 (Limited)
Identifying and Understanding the Impact of Musician on Jazz Music	Student provides a thorough and detailed explanation about chosen musician and their influence on jazz music, highlighting specific contributions.	Student provides a good explanation of chosen musician mentioning key contributions and their role in jazz history, but with less detail or depth.	Student provides a basic explanation of musician and their influence on jazz, mentioning some contributions but lacking specificity.	Student has a limited understanding of musician and their impact on jazz, providing vague or inaccurate information.
Overall Understanding	Student demonstrates a comprehensive understanding of the text, showcasing knowledge of their chosen musician, their impact on jazz, and the reasons behind the popularity of jazz music.	Student shows a solid understanding of the text, with some areas of improvement needed in depth and detail, either in identifying the musician or explaining the impact and popularity of jazz.	Student displays a basic understanding of the text, with noticeable gaps in identifying the musician or explaining the impact and popularity of jazz.	Student has a limited understanding of the text, struggling to identify the musician and providing weak explanations of impact and popularity.

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Name: _____

5 Ws and a HOW!

Who

What

Where

When

Why

How

Name: Answer Key



5 Ws and a HOW!

Who

Began in Black communities; Louis Armstrong, Ella Fitzgerald, Duke Ellington

What

Music - fast, slow, instrumental, lyrics

Where

New Orleans, Louisiana

When

1800s - 1900s; most popular during the 1920s and 1930s; during the Harlem Renaissance

Why

A way for Black individuals to express themselves

How

Combined all types of music; everyone's different styles