

Lesson Plan  
KC Jazz of 20's and 30's

Teacher Name: K. W. Harmon  
Course: American History

Grade level(s):8

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- 1 The 8<sup>th</sup> grade sections of American History will be divided in groups of three.
- 2 The class will have read the chapter on the 20's and 30's, completing concept maps on all the sections of the text chapters.

Rationale (why are you doing this?)

- 1 This is a state assessed time frame.
- 2 To increase a grater knowledge and appreciation of our local(KC) importance in Jazz.
- 3 To tie Kansas History project with 8th grade in hopes of better assesments. .

Required time frame: 2 days research, one day assembly, 2 days presenting- total- 4days

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- 1 The Kansas City Jazz: From Ragtime to Bebop-A History presentation and book.

Lesson objectives – the student will:

- The student will develop skills for group work and team work.
- Develop public speaking skills.
- Computer skills

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- Kansas History objectives- 3: discuss what caused and how the Dust Bowl impacted Kansas. 5: discuss the art and culture of Kansas.
- Kansas Performance- 9: Kansas Agriculture in the 1930's. 10: Use of Primary Sources
- Geography Standard 3: ID the various physical and human criteria that can

- be used to define a region
- Kansas American History Performance-14- compare and contrasting descriptions of the same event.
- American History Objective- 4: Describe America's postwar reactions and the "Jazz Age"
- District Computer Literacy goals

Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- Richmond's Kansas: Land of Contrast, chapter title "Dirty 30's".
- Driggs and Haddix's Kansas City Jazz: From Ragtime to Bebop-A History (musicians and bands in KC)
- P. Griekspoor's Kansas-The Prairie Spirit,History,People,and Stories chp 9
- J. Chinn's The Kansas Journey chp10
- Isern & Wilson's Kansas Land chp 10

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

- [www.kclibrary.org/kchistory](http://www.kclibrary.org/kchistory)( digital gallery, maps, newspapers)
- <http://www.kansasmemory.org> (topics of environment, time lines, gov't, letters, photos....)
- <http://.youtube.com> (performances of jazz)

Fully describe the activity or assignment in detail. What will both you and the students do?

- Day 1- the students will review the different Jazz performers and pick the individual or group they want . The teacher will be walking about the class room giving suggestions on topics and where to find choices of the Group( most will have time to head to Library computers- they knew project was coming and partners).
- Day 2- the students will be in the Library selected the music they want and the reasons for thier choice.
- Day 3- the students will organixe and prepare to present.
- Day 4- students will present thier slection and explain why(Volunteers first- if none- random pick by teacher)

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- KC Jazz Rubric:
- I) Visual 10 9 8 7 6 4
- II) Presentation 20 18 16 14 12 10
- III) Voice 10 9 8 7 6 4
- IV) Eye Contact 5 4 3 2
- V) Listening Skills 5 4 2 1
- Total points: 50