

Thematically Linked Integrated Item Set Music

Task Administrator Information

Overview of Assessment Task

One of the most powerful and productive ways to make the American experience—the historical, social, economic, and cultural foundations of our nation—come alive is to integrate social studies with music to provide a rich reflection of that experience. In this assessment task, students will be asked to:

- Apply and extend their learning in music as they explore a significant population trend in early twentieth century America called the “Great Migration”;
- Listen to and analyze examples of the musical style, the blues, to determine how such songs exemplify the life and times of African Americans; and
- Write lyrics for and perform an original blues song.

Recommended Instructional Context

This integrated, thematically linked item set may be administered as either a formative or summative assessment to students enrolled in a grade 8 music course at any point after they have addressed the grade 8 Voluntary State Curricula (VSC) music objectives identified.

Although the “Great Migration” may not be the specific focus of instruction based on the social studies VSC, key concepts related to migration and its historical, social, economic, and cultural implications have been addressed in various contexts in various grades including grade 8. Therefore, these assessment tasks provide an opportunity for students to demonstrate the application and extension of social studies knowledge in conjunction with music curricula rather than the simple recall of facts and details.

The final activity in this item set need not be done on an individual student basis or in the context of a classroom assessment. It could easily be a group project (where performance would be reported as group scores that may be useful for teachers to make an overall determination about class-level learning rather than individual performance).

This integrated and thematically linked item set may also be used as an adjunct to, or in combination with, *And the Migrants Kept Coming... (1998)*, an integrated, performance-based instructional task produced and distributed by the Maryland State Department of Education. This instructional task may be found online at:

<http://www.marylandpublicschools.org/MSDE/Search/SearchResults.aspx?sw=ANd%20teh%20Migrants%20Kept%20Coming>.



Depending on students' degree of prior knowledge about the Great Migration, teachers may wish to provide supplementary background reading. Some useful sources include:

- *Black Saga, The African American Experience*, by Charles Christian (Houghton-Mifflin, 1993)
- *In Their Own Words: A History of the American Negro 1916-1966*, by Milton Meltzer (Thomas Y. Crowell, Co., 1993)
- *Journey to Freedom: The African American Great Migration*, by Maurice Isserman (Facts on File, 1997)
- *Up South*, ed. Malaika Adero (The New Press, 1993)

Voluntary State Curricula Objectives Addressed (By Content Area)

Grade 8 Music

Activity 1

- Objective 1.1 d: Analyze aural musical examples representing diverse genres and world cultures using musical terms
- Objective 2.2.c: Analyze the uses of elements of music in aural examples representing traditions from various style periods
- Objective 2.4.b: Explain why selected musical works are considered exemplary of a given style or culture

Activity 2

- Objective 2.1.a: Describe how music is used for individual and cultural expression
- Objective 2.1.b: Compare and explain functions of music, roles of musicians, and conditions under which music is performed in various cultures
- Objective 2.2.a: Describe at least three different styles of music, relating each selection to the social climate from which it emerged

Activity 3

- Objective 2.1.b: Compare and explain functions of music, roles of musicians, and conditions under which music is performed in various cultures
- Objective 2.3.c: Describe ways in which the knowledge, skills, and processes of music relate to other content areas taught in the school
- Objective 2.4.b: Explain why selected musical works are considered exemplary of a given style or culture

Activity 6A

- Objective 2.3.c: Describe ways in which the knowledge, skills, and processes of music relate to other content areas taught in the school

Activity 6B

- Objective 3.2.b: Create a composition using formal, free form, serial, chance, or original compositional techniques (at least 60 seconds in length)

Activity 7

- Objective 4.2.a: Formulate and apply criteria to critique personal performances, improvisations, and compositions and the performances of others

Social Studies**Activity 3**

Objective 2.A.3.a (Grade 7): Identify reasons why people migrate such as economic opportunity, climate, political reasons, and government policies

Objective 5.A.2.c (Grade 7): Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration, and conflict

Objective 2.A.1.b (Grade 8): Explain interrelationships among physical and human characteristics that shape the nation and the world

Activity 4

Objective 2.A.3.a (Grade 7): Identify reasons why people migrate such as economic opportunity, climate, political reasons, and government policies

Objective 3.A.6.b (Grade 7): Identify factors that have influenced economic development in various regions such as individuals, corporations, natural resources, technology, military power, population growth, international organizations, infrastructure, and public health issues

Objective 5.A.2.c (Grade 7): Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration, and conflict

Activity 5

Objective 1.A.6.a (Grade 8): Identify the push and pull factors responsible for immigration to the United States, such as the forced migration of Africans, Western European immigration

Objective 2.A.3.a (Grade 7): Identify reasons why people migrate such as economic opportunity, climate, political reasons, and government policies

Grade 8 Reading/English Language Arts (Optional)**Activity 6A**

Objective 4.2.a (Grade 8): Students will compose effective expressive writing by addressing a central theme, message, or topic and create a clear and consistent tone with word choice and well-chosen details

Administration of Assessment Task

Task Title: “Movin’ Blues”

Overarching Idea: Music is a powerful vehicle for conveying significant social, political, and cultural trends.

Topic/Theme: The Impact of the “Great Migration,” (i.e., the relocation of African Americans from the rural South to the industrial North during the early decades of the 20th century) on the style of music known as the blues.

Materials/Equipment Needed:

For each student:

- Response packet (activities and resources)
- Individual or shared copy of *The Great Migration: An American Story/Paintings* by Jacob Lawrence (HarperCollins Publishers, 1995) OR access to several print images from Lawrence’s Great Migration series

For the class:

- Four to six blues selections by such artists/performers as:
 - W.C. Handy
 - Jelly Roll Morton
 - “Big Bill” Broonzy
 - Bessie Smith
 - Ma Rainey
 - Ethel Waters
 - Billie Holiday
 - Muddy Waters

With the exception of the selection used for Activity 1, all other musical selections should deal with themes such as menial jobs, unemployment, low pay, debt, jail, violence, prejudice, and other aspects of life that could be regarded as the “down-side” of migration from the rural South to the industrial North in the early part of the 20th century.

Task Administrator Script

Directions

[NOTE: INSTRUCTIONS TO THE TASK ADMINISTRATOR APPEAR IN BOLD AND/OR CAPITAL LETTERS AND SHOULD NOT BE READ TO STUDENTS.]

PROVIDE STUDENTS WITH THE FOLLOWING DIRECTIONS AND SAY:

Follow along as I read aloud.

Over the next _____ (HOURS, DAYS, WEEKS), you will be exploring the impact on music of a significant phenomenon during the early part of the 20th century—the migration of many African Americans from the rural South to the industrial North. This migration, or movement from one place to another, was recounted in many forms, from poetry and personal narratives, to art and music.

Pre-Assessment Activity

Among countless African Americans whose lives were affected by this large-scale migration, one who may be familiar to you is the artist, Jacob Lawrence. Through a series of paintings, he tells the story of what he has described as an “exodus” of African Americans.

Alone or with a partner, read *The Great Migration*. From these images, how do you think their creator, Jacob Lawrence, felt about the exodus of African Americans from the South in hopes of a better life? Record your ideas below so that you will be able to share them with others.

STUDENTS MAY SHARE THEIR IDEAS IN A PAIR/SHARE ACTIVITY WITH PARTNERS, OR THE TEACHER MAY WISH TO LEAD A CLASS DISCUSSION. THROUGH WHICHEVER MEANS, ESTABLISH THAT WHILE PEOPLE USUALLY MIGRATE IN SEARCH OF A BETTER LIFE, THEIR NEW HOME OFTEN BRINGS BOTH POSITIVE AND NEGATIVE ASPECTS. FOR EXAMPLE:

- WHILE THERE MAY BE MORE OPPORTUNITIES IN THE NEW PLACE, THOSE OPPORTUNITIES ARE SOMETIMES UNAVAILABLE TO THOSE WHO HAVE MIGRATED THERE
- MIGRANTS ARE OFTEN SEPARATED FROM LOVED ONES AND FROM THEIR CULTURAL ROOTS
- MIGRANTS OFTEN FACE HARDSHIPS AT WORK AND IN THE COMMUNITY SUCH AS DIFFICULT, MENIAL, AND LOW-PAYING JOBS, CROWDED SCHOOLS, FRACTURED FAMILIES

HOWEVER, THOSE WHO MIGRATE:

- OFTEN HAVE RENEWED HOPE
- SEE THEIR CHILDREN BETTER OFF THAN THEY THEMSELVES WERE
- WORK TO MAINTAIN THEIR CULTURAL TIES AND TRADITIONS
- CAN ESCAPE OPPRESSION

ESTABLISH THAT THESE ARE AMONG MANY IDEAS AND FEELINGS ABOUT THE GREAT MIGRATION THAT FOUND THEIR EXPRESSION IN THE STYLE OF MUSIC OF THE TIME—THE BLUES.

THEN, DISTRIBUTE RESPONSE PACKET AND INSTRUCT STUDENTS TO RESPOND TO ACTIVITIES 1-6 ON THEIR OWN.

Activity 1

Activity 1 addresses the following grade 8 VSC music objectives:

- Objective 1.1 d: Analyze aural musical examples representing diverse genres and world cultures using musical terms
- Objective 2.2.c: Analyze the uses of elements of music in aural examples representing traditions from various style periods
- Objective 2.4.b: Explain why selected musical works are considered exemplary of a given style or culture

In music class, we have listened before to blues music. Listen now to another blues selection to identify key characteristics of that musical style. Then, on the lines below, use what you know about the elements of music to identify two characteristics of the blues that you recognized as you listened to the selection.

1. _____

2. _____

Activity 2

Activity 2 addresses the following grade 8 VSC music objectives:

- Objective 2.1.a: Describe how music is used for individual and cultural expression
- Objective 2.1.b: Compare and explain functions of music, roles of musicians, and conditions under which music is performed in various cultures
- Objective 2.2.a: Describe at least three different styles of music, relating each selection to the social climate from which it emerged

Based on what you have previously learned in music, describe the origins of the blues, in particular the social and cultural climate from which it emerged and the conditions under which it was composed and performed.

Activity 3

Activity 3 addresses the following grade 8 VSC music objectives:

- Objective 2.1.b: Compare and explain functions of music, roles of musicians, and conditions under which music is performed in various cultures
- Objective 2.3.c: Describe ways in which the knowledge, skills, and processes of music relate to other content areas taught in the school
- Objective 2.4.b: Explain why selected musical works are considered exemplary of a given style or culture

Activity 3 also addresses the following social studies objectives:

- Objective 2.A.3.a (Grade 7): Identify reasons why people migrate, such as economic opportunity, climate, political reasons, and government policies
- Objective 5.A.2.c (Grade 7): Analyze how cultural diffusion is influenced by factors such as trade, migration, immigration, and conflict
- Objective 2.A.1.b (Grade 8): Explain interrelationships among physical and human characteristics that shape the nation and the world

The blues were very much a product of their time, reflecting the phenomenon known as the Great Migration. While the blues, like gospel music, often dealt with suffering—its causes, effects, and solutions—the blues were usually secular (nonreligious) in nature rather than sacred, and dealt with down-to-earth, everyday problems and experiences.

You will now listen to three different blues selections that will be played once and then repeated. After you have heard these selections for the second time, explain on the lines below how these songs captured ideas, feelings, and experiences associated with the Great Migration. Use specific details or examples from the songs in your explanation.

PLAY 3 DIFFERENT BLUES SELECTIONS ONE TIME.

REPEAT ONE TIME.

Activity 4

Activity 4 addresses the following grade 7 VSC social studies objectives:

Objective 2.A.3.a (Grade 7): Identify reasons why people migrate, such as economic opportunity, climate, political reasons, and government policies

Objective 3.A.6.b (Grade 7): Identify factors that have influenced economic development in various regions, such as individuals, corporations, natural resources, technology, military power, population growth, international organizations, infrastructure, and public health issues

Objective 5.A.2.c (Grade 7): Analyze how cultural diffusion is influenced by factors such as trade, migration, immigration, and conflict

Many people feel that truly great art—including music—is timeless. While the songs composed during the time of the Great Migration captured the events and experiences of that era, many still communicate a powerful message today.

Read the lyrics to a blues song, *Poor Man Blues*, by Bessie Smith that was written in response to the experiences of African Americans during the Great Migration. The lyrics may be accessed online at

http://www.mdk12.org/instruction/curriculum/exemplars/social_studies/6-8/and_the_migrants/teachers_resources.pdf

On the lines below, use what you know about contemporary life, in terms of economics and geography, to explain what makes the song still relevant to listeners today. Use specific details from the lyrics in your explanation. Feel free to make notes on, or underline parts of, the lyrics if you wish.

Activity 5

Activity 5 addresses the following VSC social studies objectives:

Objective 1.A.6.a (Grade 8): Identify the push and pull factors responsible for immigration to the United States, such as the forced migration of Africans, Western European immigration

Objective 2.A.3.a (Grade 7): Identify reasons why people migrate, such as economic opportunity, climate, political reasons, and government policies

Over time, different factors combine to renew peoples' impulse to migrate—to move to another location. Geographers distinguish between “push” factors (things that make people want to move to get away from a place) and “pull” factors (things that attract them to a new place). The Great Migration occurred because of a mix of both “push” and “pull” factors.

Recent census data reveal a trend towards the reverse migration of middle class African Americans to the South. This trend began in the mid-1970s and still continues today. Based on what you know and have learned in social studies, identify below three possible “push” factors and three possible “pull” factors that might explain this reverse migration.

“Push” factors:

“Pull” factors:

Activity 6B

Activity 6B addresses the following grade 8 VSC music objective:

Objective 3.2.b: *Create a composition using formal, free form, serial, chance, or original compositional techniques (at least 60 seconds in length)**

*Partial alignment with italicized words or phrases.

On an audiocassette, record your blues tune (ALTERNATIVELY, STUDENTS CAN TAKE TURNS PERFORMING THEIR SONGS BEFORE A LIVE AUDIENCE, BUT RECORDINGS SHOULD STILL BE MADE FOR SCORING PURPOSES).

Activity 7

Activity 7 addresses the following grade 8 VSC objective:

Objective 4.2.a: Formulate *and apply criteria to critique personal performances, improvisations, and compositions and the performances of others**

*Partial alignment with italicized words or phrases.

Evaluating one's own and others' performances is an important part of learning. Using the form that follows, evaluate both your own original blues tune and that of a classmate either assigned to you or of your own choosing (based on teacher directions).

Before you begin, review the form and think about the criteria you will use to evaluate your work and that of a classmate's. Next, listen to the recording of your original blues tune once. Then, listen again, and complete your self-evaluation.

When you have completed your self-evaluation, listen to the recording of your classmate's blues tune and complete the peer evaluation section of the form.

Evaluation of Original Blues Tune

Name: _____

Classmate's name: _____

Directions: For each of the statements in both the self- and peer evaluation sections, circle the word that best applies. Then, justify your choice by completing the short answer section that follows each statement.

Self-evaluation

My song conveys the ideas and feelings of someone who has migrated in the past, has recently migrated, or is considering migrating:

Fully Somewhat Minimally Not at all

The ideas and feelings of someone who has migrated in the past, has recently migrated, or is considering migrating that are conveyed in my song are:

My song met the technical/compositional requirements of the activity:

Fully Somewhat Minimally Not at all

The technical/compositional requirements of the activity that I have met are:

My song reflects characteristics of the blues:

Fully Somewhat Minimally Not at all

The characteristics of the blues that my song reflects are:



Peer evaluation

My classmate's song conveys the ideas and feelings of someone who has migrated in the past, has recently migrated, or is considering migrating:

Fully Somewhat Minimally Not at all

The ideas and feelings of someone who has migrated in the past, has recently migrated, or is considering migrating that are conveyed in my classmate's song are:

My classmate's song met the technical requirements of the activity:

Fully Somewhat Minimally Not at all

The technical/compositional requirements of the activity that my classmate has met are:

My classmate's song reflects characteristics of the blues:

Fully Somewhat Minimally Not at all

The characteristics of the blues my classmate's song reflects are:

Thematically Linked Integrated Item Set

Music

Student instructions

Task Title: “Movin’ Blues”

Overarching Idea: Music is a powerful vehicle for conveying significant social, political, and cultural trends.

Topic/Theme: The Impact of the “Great Migration,” (i.e., the relocation of African Americans from the rural South to the industrial North during the early decades of the 20th century) on the style of music known as the blues.

Materials/Equipment Needed:

For each student:

- Response packet (activities and resources)
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OR access to several print images from Lawrence’s Great Migration series

Over the next _____ (HOURS, DAYS, WEEKS), you will be exploring the impact on music of a significant phenomenon during the early part of the 20th century—the migration of many African Americans from the rural South to the industrial North. This migration, or movement from one place to another, was recounted in many forms, from poetry and personal narratives, to art and music.

Pre-Assessment Activity

Among countless African Americans whose lives were affected by this large-scale migration, one who may be familiar to you is the artist Jacob Lawrence. Through a series of paintings, he tells the story of what he has described as an “exodus” of African Americans.

Alone or with a partner, read *The Great Migration*. From these images, how do you think their creator, Jacob Lawrence, felt about the exodus of African Americans from the South in hopes of a better life? Record your ideas below so that you will be able to share them with others.



Activity 1

In music class, we have already listened to blues music. Listen now to another blues selection to identify key characteristics of that musical style. Then, on the lines below, use what you know about the elements of music to identify two characteristics of the blues that you recognized as you listened to the selection.

1. _____

2. _____

Activity 2

Based on what you have previously learned in music, describe the origins of the blues, in particular the social and cultural climate from which it emerged and the conditions under which it was composed and performed.

Activity 3

The blues were very much a product of their time, reflecting the phenomenon known as the Great Migration. While the blues, like gospel music, often dealt with suffering—its causes, effects, and solutions—the blues were usually secular (nonreligious) in nature rather than sacred, and dealt with down-to-earth, everyday problems and experiences.

You will now listen to three different blues selections that will be played once and then repeated. After you have heard these selections for the second time, explain on the lines below how these songs captured ideas, feelings, and experiences associated with the Great Migration. Use specific details or examples from the songs in your explanation.

Activity 4

Many people feel that truly great art—including music—is timeless. While the songs composed during the time of the Great Migration captured the events and experiences of that era, many still communicate a powerful message today.

Read the lyrics to a blues song, *Poor Man Blues*, by Bessie Smith that was written in response to the experiences of African Americans during the Great Migration. The lyrics may be accessed online at

http://www.mdk12.org/instruction/curriculum/exemplars/social_studies/6-8/and_the_migrants/teachers_resources.pdf

On the lines below, use what you know about contemporary life, in terms of economics and geography, to explain what makes the song still relevant to listeners today. Use specific details from the lyrics in your explanation. Feel free to make notes on, or underline parts of, the lyrics if you wish.

Activity 5

Over time, different factors combine to renew peoples' impulse to migrate—to move to another location. Geographers distinguish between “push” factors (things that make people want to move to get away from a place) and “pull” factors (things that attract them to a new place). The Great Migration occurred because of a mix of both “push” and “pull” factors.

Recent census data reveal a trend towards the reverse migration of middle class African Americans to the South. This trend began in the mid-1970s and still continues today. Based on what you know and have learned in social studies, identify below three possible “push” factors and three possible “pull” factors that might explain this reverse migration.

“Push” factors:

“Pull” factors:

Activity 7

Evaluating one's own and others' performances is an important part of learning. Using the form that follows, evaluate both your own original blues tune and that of a classmate either assigned to you or of your own choosing (based on teacher directions).

Before you begin, review the form and think about the criteria you will use to evaluate your work and that of a classmate's. Next, listen to the recording of your original blues tune once. Then, listen again, and complete your self-evaluation.

When you have completed your self-evaluation, listen to the recording of your classmate's blues tune and complete the peer evaluation section of the form.

Evaluation of Original Blues Tune

Name: _____

Classmate's name: _____

Directions: For each of the statements in both the self- and peer evaluation sections, circle the word that best applies. Then, justify your choice by completing the short answer section that follows each statement.

Self-evaluation

My song conveys the ideas and feelings of someone who has migrated in the past, has recently migrated, or is considering migrating:

Fully Somewhat Minimally Not at all

The ideas and feelings of someone who has migrated in the past, has recently migrated, or is considering migrating that are conveyed in my song are:

My song met the technical/compositional requirements of the activity:

Fully Somewhat Minimally Not at all

The technical/compositional requirements of the activity that I have met are:

My song reflects characteristics of the blues:

Fully Somewhat Minimally Not at all

The characteristics of the blues that my song reflects are:



Peer evaluation

My classmate's song conveys the ideas and feelings of someone who has migrated in the past, has recently migrated, or is considering migrating:

Fully Somewhat Minimally Not at all

The ideas and feelings of someone who has migrated in the past, has recently migrated, or is considering migrating that are conveyed in my classmate's song are:

My classmate's song met the technical requirements of the activity:

Fully Somewhat Minimally Not at all

The technical/compositional requirements of the activity that my classmate has met are:

My classmate's song reflects characteristics of the blues:

Fully Somewhat Minimally Not at all

The characteristics of the blues my classmate's song reflects are:

Thematically Linked Integrated Item Set Scoring Information

Activity 1 (Music)

This activity is scored using the following rubric.

The response to this activity provides evidence of the student's ability to analyze aural musical examples representing diverse genres and world cultures using musical terms; to analyze the uses of elements of music in aural examples representing traditions from various style periods; and to explain why selected musical works are considered exemplary of a given style or culture.

- 2 The student accurately identifies two characteristics of the blues that the aural selection shares with other works in that style/genre
- 1 The student accurately identifies one distinct characteristic of the blues that the aural selection shares with other works in that style/genre OR attempts to identify two but is overly general or redundant
- 0 Other

Answer Cues

- Based on distinctive scale
- 12-bar
- 3-chord
- Singer-oriented
- Often performed by solo vocalist accompanied by guitar or piano or small combo
- Secular themes (nonreligious)



Activity 2 (Music)

This activity is scored using the following rubric.

The response to this activity provides evidence of the student’s ability to describe how music is used for individual and cultural expression; to compare and explain functions of music and conditions under which music is performed in various cultures; and to describe at least three different styles of music, relating each selection to the social climate from which it emerged.

- 3 An accurate and thorough description of the social and cultural climate from which the blues style emerged and the conditions under which it was composed and performed
- 2 A generally accurate and adequate description of the social and cultural climate from which the blues style emerged and/or the conditions under which it was composed and performed; some details may be general or only implied
- 1 A partial (partially complete/partially correct) and/or overly general description of the social and/or cultural climate from which the blues style emerged OR the conditions under which it was composed and performed; some details may be vague or overly general and there may be indefensible as well as defensible information in the response
- 0 Other

Answer Cues

- Originated on plantations and “juke joints”
- Originated in the South (Mississippi Delta area)
- Originated in the late 19th century
- Derived from work songs
- Derived from traditional black music

Activity 3

Activity 3 should be sequentially scored, first for music then for social studies using the following rubrics.

First Score Decision

The response to this activity provides evidence of the student’s ability to explain functions of music in various cultures and why selected musical works are considered exemplary of a given style or culture, and to relate the knowledge, skills, and processes of music to other content areas taught in the school.

- 3 An accurate and thorough explanation of the ways in which the three aural examples conveyed ideas, feelings, and experiences associated with the Great Migration; the response includes detail(s) and/or example(s) from each of the songs
- 2 A generally accurate and adequate explanation of the ways in which the aural examples conveyed ideas, feelings, and experiences associated with the Great Migration; the response includes detail(s) and/or example(s) from two of the three songs and some supporting information may be general or redundant
- 1 A partial (partially complete/partially correct) and/or overly general explanation of the ways in which the aural examples conveyed ideas, feelings, and experiences associated with the Great Migration; support may be vague or overly general and there may be indefensible as well as defensible information in the response
- 0 Other

Answer cues will depend on particular selections chosen.

Second Score Decision

The response to this activity provides evidence of the student's ability to identify reasons why people migrate, such as economic opportunity, climate, political reasons, and government policies; to analyze how cultural diffusion is influenced by factors such as trade, migration, immigration, and conflict; and to explain interrelationships among physical and human characteristics that shape the nation and the world.

- 3 An accurate and well-developed explanation of the treatment of the Great Migration in one or more of the song lyrics; the response addresses both feelings and experiences, and includes clear reference to the Great Migration as a phenomenon that had geographic, social, economic, and/or cultural impact
- 2 A generally accurate and adequately developed explanation of the treatment of the Great Migration in one or more of the song lyrics; the response addresses feelings and/or experiences; reference(s) to the Great Migration as a phenomenon that had geographic, social, economic, and/or cultural impact may be implied rather than explicit
- 1 A partial (partially complete and/or partially correct) and only minimally developed explanation of the treatment of the Great Migration in one or more of the song lyrics; the response attempts to address feelings or experiences, and may make no reference to the Great Migration as a phenomenon that had geographic, social, economic, or cultural impact
- 0 Other

Answer cues will be dependent on particular selections chosen.

Activity 4 (Social Studies)

This activity is scored using the following rubric.

The response to this activity provides evidence of the student’s ability to identify reasons people migrate, to identify factors that have influenced economic development in various regions, and to analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration, and conflict.

- 2 An accurate and well-developed explanation about what makes the lyrics of “Poor Man Blues” relevant to listeners today; the response is supported with specific details from the lyrics
- 1 A partial (partially complete/partially correct) or overly general explanation about what makes the lyrics of “Poor Man Blues” relevant to listeners today; the response integrates few details from the lyrics, and some included may not clearly or effectively serve to support ideas in the explanation
- 0 Other

Answer Cues

- Disparity still exists between rich and poor
- Disparity still exists between social classes
- Disparity still exists between living conditions for different races/ethnicities
- Times are still hard for many people
- Some people today experience hunger just as they did in the early 20th century
- Good people still sometimes do bad things out of desperation (do dishonest things though they know better)
- Wars continue to be fought disproportionately by the poor
- Poverty does not interfere with patriotism, now as then
- The rich still depend in many ways upon the poor
- Any other plausible response, based on literal or inferential reading of the lyrics

Activity 5 (Social Studies)

This activity is scored using the following rubric.

The response to this activity provides evidence of the student’s ability to identify the “push” and “pull” factors responsible for migration and reasons why people migrate, such as economic opportunity, climate, political reasons, and government policies.

- 3 Response identifies three plausible “push” factors AND three plausible “pull” factors that might explain reverse migration of African Americans from the urban North to the rural South
- 2 Response identifies at least two plausible “push” factors and two plausible “pull” factors OR three plausible “push” or “pull” factors but only one of the other; the response may contain erroneous or general information
- 1 Response identifies at least one plausible “push” and one “pull” factor OR three plausible factors of one type and none of the other; the response may contain erroneous or vague information
- 0 Other

Answer Cues

“Push” factors

- Overcrowding
- Crime/violence
- Drugs
- Problems with schools
- Limited employment opportunities
- Any other plausible response

“Pull” factors

- Greater safety
- More land
- Higher standard of living (lower cost)
- Better schools
- More jobs
- Less stress/calmer pace
- More available recreational opportunities (use of lakes, mountains, rivers, etc.)

Activity 6A (Music)

This activity is scored using the following rubric.

The response to this activity provides evidence of the student’s ability to demonstrate ways in which the knowledge, skills, and processes of music relate to other content areas taught in the school.

- 3 The lyrics are highly effective in conveying ideas and feelings about migration in current times
- 2 The lyrics are generally effective in conveying ideas and/or feelings about migration in current times
- 1 The lyrics are minimally effective in conveying ideas or feelings about migration in current times
- 0 Other

Answer Cues

Possible ideas and feelings expressed in lyrics

- Getting out of the “rat race”
- Finding a better quality of life, easier pace
- Simplifying life
- Less expensive home
- More land for home
- Less development, industrialization
- Better schools
- Trying to reconnect with family
- Discovering one’s “roots”
- Warmer (milder, dryer) weather
- Desire to be with friends, family, people of similar background
- Escape from poverty
- Escape from urban violence
- Escape from drugs
- Any other plausible ideas and feelings

Grade 8 Reading/English Language Arts (Optional)

This activity is scored using the following rubric.

- 3 Consistently addresses audience’s needs by presenting personal ideas in a complete, well-developed whole. Text is uniformly organized, and language choices often enhance the text and are appropriate to the literary form
- 2 Sometimes addresses audience needs by presenting personal ideas in an incomplete or partially developed whole. Text is generally organized, and language choices sometimes enhance the text and may sometimes be appropriate to the literary form
- 1 Rarely or never addresses audience’s needs by failing to present personal ideas in a complete, well-developed whole. Text is often disorganized, and language choices seldom, if ever, enhance the text and are often inappropriate to the literary form
- 0 Other

Activity 6B (Music)

This activity is scored using the following rubric.

The response to this activity provides evidence of the student’s ability to create a composition using formal, free form, serial, chance, or original compositional techniques.

- 3 The original blues song consistently and effectively uses one of the compositional techniques suggested (free form, serial, chance, or original)
- 2 The original blues song generally and/or somewhat effectively uses one of the compositional techniques suggested
- 1 The original blues song attempts but only minimally and/or only with limited effectiveness uses one of the compositional techniques suggested
- 0 Other

Activity 7 (Music)

This activity is scored using the following rubric.

The response to this activity provides evidence of the student's ability to apply criteria to critique personal performances and compositions and those of others.

- 3 For each trait, student chooses a response option on the Likert scale and identifies characteristics of the song(s) that clearly and accurately support that choice
- 2 For each trait, student chooses a response option on the Likert scale and identifies characteristics of the song(s) that generally support that choice OR the student identifies characteristics of the song(s) that clearly and accurately support two of the three judgments
- 1 For each trait, student chooses a response option on the Likert scale and identifies characteristic(s) of the song(s) that partially support that choice (characteristics identified are partially correct, incomplete, or overly general)
- 0 Other

Scoring Notes: The scoring tool above is designed so that it can be applied to either self- or peer evaluation, or both, depending on which component(s) of Activity 7 the teacher chooses to assign to students.