

Instructional Recipe

How Does Music Describe Texas?

7th Grade
Music & Social Studies

Step 1 – Ask

Objectives: Students will identify the different music genres that are traditional in Texas, when and how they were introduced. Students will also identify popular songs through the decades that speak about our state, and analyze common themes, characteristics, and elements of the Texas culture.

Introduction: When you listen to the radio, Pandora.com, your iPod or a CD library, you realize that there is a wide variety of music genres and many lyrics that mention Texas. How and when did these songs originate? What do they say about Texas? Can you find some commonalities? Can you identify traits of the Texas history and culture in them?



Image source: "Texas songwriters perform in concert".
EBSCO Image Collection

Ask:

- ★ What are the music genres of Texas?
- ★ Can you name some famous Texas songwriters, singers and musicians of the past and present?
- ★ Who brought these different kinds of music to Texas and when?
- ★ What do the lyrics say about Texas and its heritage?
- ★ What are some hits from earlier decades?
- ★ How does yesterday's music differ from today's music?

Vocabulary:

genre
heritage

songwriter
composer

MUSIC TEKS:

- (2) Creative expression/performance.** The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:
- (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures
- (5) Historical/cultural heritage.** The student relates music to history, to society, and to culture. The student is expected to:
- (A) classify aurally-presented music representative of diverse genres, styles, periods, and cultures;
- (C) perform music representative of diverse cultures, including American and Texas heritage

Social Studies TEKS:

- (19) Culture.** The student understands the concept of diversity within unity in Texas. The student is expected to:
- (A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;
- (B) describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; and
- (C) identify examples of Spanish influence on place names such as Amarillo and Rio Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.

Technology Applications TEKS:

- (4) Information acquisition**
- (B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies
- (7) Solving problems**
- (A) plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings.
- (11) Communication**
- (A) publish in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video

Step 2 – Investigate

K-12 Databases Resources:

- ★ "Music, Country." Compton's by Britannica. 2007. Encyclopædia Britannica Online School Edition. 16 Dec. 2007 <http://school.eb.com/comptons/article-9275995>
- ★ Britannica Biographies: [Willie Nelson](#), [George Jones](#), [Lyle Lovett](#), [Roy Orbison](#), [Janis Joplin](#) and more
- ★ [The Lone-Star State Is The World Capital Of Tejano And Conjunto](#). By: Burr, Ramiro. Billboard, 03/20/99, Vol. 111 Issue 12, p43, 2p, 3bw; Reading Level (Lexile): 1260; (AN 1647774)
- ★ [The Tex-Mex mix](#). By: Gonzales, Patricia; Rodriguez, Roberto. American Demographics, Jun94, Vol. 16 Issue 6, p40, 2p, 3c; Reading Level (Lexile): 1120; (AN 9409072788)
- ★ [Los Lonely Boys look for the words to describe their unique sound](#). By: Lopez, Robert. Beaumont Enterprise, The (TX), 03/30/2007; (AN 2W62W61246022681)

Search Strategies in EBSCO:

“South by Southwest” AND “music festival”
“Austin City Limits AND “music festival”


Additional Websites:

- ★ Country Music Lyrics at <http://www.goodwinmusic.com/lyrics.html>

Step 3 – Create

Create a table to document the singer/band, song title and elements of the Texas culture described. Here is an example:

Singer/Band	Song Title/Genre	Texas Culture
Jerry Jeff Walker	That's What I Like About Texas	★ Open spaces ★ Spirit of the people ★ Burrito ★ Bluebonnets and Indian paintbrushes ★ Names of Spanish origin (i.e., Camino Real, Llano Estacado)
Los Lonely Boys	“Texican rock 'n' roll”	★ Bilingual ★ Cotton fields

 **Technology Link** – Students may use graphic organizer software such as Inspiration, draw a table in a word processor (i.e., Word, Pages), or create a spreadsheet (i.e., Excel, Numbers) to map out their ideas.

Step 4 – Discuss

Choose one of the following team projects or modify as needed:

- ★ Create your own Texas song, poem or rap. In the case of song, you may use real instruments or computer software. Make sure the instruments used in your new song match the genre you choose.
- ★ Create a “musical timeline” or “musical map” of Texas by piecing segments of different popular songs or different genres (30 seconds maximum per segment allowed by copyright law). Each song should describe something unique about a time period, event, region, or ethnic group. Prepare a Texas map or a timeline to illustrate the music segments chosen.

🔗 Technology Link – Students create and/or edit music using software such as GarageBand, Logic Express, Windows Movie Maker or Cakewalk. You may also want to try free music creating software such as JamStudio.com

Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Rubric Song, Poem or Rap About Texas

CATEGORY	Yee-haw!	Mighty Fine	Copastatic	Down Yonder
Knowledge Gained	All students in the team can correctly state multiple elements of the Texas culture without looking at their poem or lyrics.	All students in the team can correctly state several elements of the Texas culture without looking at their poem or lyrics.	Most students in the team can correctly state some elements of the Texas culture without looking at their poem or lyrics.	Several students in the team cannot correctly state elements of the Texas culture without looking at their poem or lyrics.
Accuracy	All facts in the song or poem are accurate.	Most facts in the song or poem are accurate.	Some facts in the song or poem are accurate.	Most facts in the song or poem are inaccurate.
Originality	Students' song or rap is written to an original melody and has a catchy rhythm.	Students' song or rap is part original melody, part another melody and has a good rhythm.	Students' song or rap is using the melody from another song.	Song or rap has little harmony or rhythm.
Written Presentation	Song, rap or poem has perfect spelling and grammar. Lines or verses have rhyme.	Song, rap or poem has a few spelling and grammar errors. Most lines or verses rhyme.	Song, rap or poem has several spelling and grammar errors. Some lines or verses rhyme.	Song, rap or poem has multiple spelling and grammar errors. Lines or verses have little or no rhyme.
Performance	Students speak/sing clearly, loudly, and with confidence. In the case of a poem, students add music to it.	Students stumble over some words but remain confident. Voice is clear.	Students have some degree of confidence and use a voice that is sometimes not loud or clear.	Students have no confidence, speak too softly, and are hard to understand.

Rubric
“Musical Timeline” or “Musical Map” of Texas

CATEGORY	Yee-haw!	Mighty Fine	Copastatic	Down Yonder
Knowledge Gained	All students in the team can correctly state multiple elements of Texas heritage.	All students in the team can correctly state several elements of Texas heritage.	Most students in the team can correctly state some elements of Texas heritage.	Several students in the team cannot correctly state elements of Texas heritage.
Originality	Song segments have been carefully selected and represent different Texas regions or time periods.	Most song segments have been carefully selected and represent different Texas regions or time periods.	Song segments sometimes represent incorrect Texas regions or time periods.	Song segments do not represent different Texas regions or time periods.
Texas map or timeline	Map or timeline clearly defines where or when each music segment originates.	Map or timeline for the most part defines where or when each music segment originates.	Map or timeline shows where or when each music segment originates about 70% of the time.	Map or timeline do not match with music segments.
Performance	Students speak clearly, loudly, and with confidence.	Students stumble over some words but remain confident. Voice is clear.	Students have some degree of confidence and use a voice that is sometimes not loud or clear.	Students have no confidence, speak too softly, and are hard to understand.