

SCHOOL/BUSINESS PARTNERSHIP

Standards-Based Lesson Plan

Name of teacher designing the lesson: Val Chiarenzelli

Students designing lesson: Nathan Brouwer, Nicole Crump, Trisha Dant, Andy Deon

Is this a curriculum for a:

Field trip to the business

40 minute (or longer) lesson in school

Visit to class by business or organization representative

Name of Business that is focus of the lesson: This lesson was designed around Northern Music of Potsdam for a high school social studies class.

Essential question/learning objectives:

- What role did music and businesses play in the WWII ERA?
- What changes in technologies take place?
- How can we better understand how music changed from one type of government to another?

DETAILED PLAN

- End unit on Nazi Germany
- Establish Setting “Movie Swing Kids”
- At beginning of store video of modern store (Northern Music) and interviews with employees and visit store.
- Then introduce concept of “Nazi Germany Northern Music” Store.
- Go through some modeling and examples.
- Research components – government – Nazi beliefs, interview and research music/technology/business/media/brands/ Specific companies and transportation to make store authentic of the time – Crane involvement
- Students create the rubric at this point Content/Presenting/fluency/Authentic/team work/employability profile
- Written description of each character.
- Class practices and performs presentation.
- Tape whole the program and review and compare with modern Northern video- invite a Northern music and video representative.
- Write Regents essay on the effects of Nazi Totalitarian

(Time 1_ weeks)

Roles-

- Secret Police
- Customer
- Band Players
- Leader of Business
- Employee
- Poster maker and poster sticker
- Critics
- Soldiers
- Jew
- Handicapped person

ASSESSMENT: to be designed

Brain storming – possible lessons

- Songs impacted by history or vice versa
- WWII era
- Components of a business –skilled workers, unskilled, capital, markets, transportation
- Contribution to community and interaction with community
- Transportation effects on marketing
- Music changed through history
- Music styles (characteristics) of time periods
- Competition in pricing
- Economics behind music (ex – what allowed people to practice music?)
- Can you generalize music to a whole culture?
- Technology in industry
- People use music to their benefit?
- What markets do you focus on? Students, older
- Connections with educational institutions.
- Bootlegging, napster??
- Is music outsourced? Where are cd's made?
- I-pods vs cd's in price?
- Where things are made – low quality vs high quality

Wally Siebel (from Northern Music) generated these conversation tidbits

- “Treat people like you want to be treated”
- Encourage someone to get involved more
- All have college degrees
- Employees have to be educators as to the quality of educators
- Internet is competition – e-bay
- Diversity in store essential music, technology (electronics)
- He has teaching degree as well
- Walmart issue – concern where every dollar went.
- Learning music enhances mental thought

Focusing in

WWII era – Musical time line!!!! What bands/instruments (instruments black hard rubber clarinets went to silver because of need for rubber)/technology changes (radio)/types of music/government restrictions/economic allowances/social class-musical representation – purpose of music in war era such as concentration camps/ Incorporate variety of styles – music/notes/visuals

Comparison of music then or now

Trish could play a piece from WWII composer,

(Just some thoughts)

Grading – interviews

Groups of four

Theater in the round – props

Assign roles to play to peoples strengths

Dress, transportation