

Lesson Plan

Early Moments in Rock Music History



About the Book

Text Type: Nonfiction/Informational Page Count: 24 Word Count: 1,873

Book Summary

Early Moments in Rock Music History is an informative book documenting the history of rock 'n' roll. It highlights performers such as Chuck Berry, Elvis Presley, Buddy Holly, and Ritchie Valens. The book also focuses on the course of technological changes and their influence on the growth in popularity of rock music. It describes American society in the days of early rock 'n' roll and how economic and cultural influences helped to create rock music we know today. Photographs support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Understand and identify cause-and-effect relationships
- Identify and use prepositional phrases within sentences
- Recognize and use synonyms and antonyms; use a thesaurus to identify synonyms and antonyms

Materials

Green text indicates resources available on the website

- Book—*Early Moments in Rock Music History* (copy for each student)
- Chalkboard or dry erase board
- **KWL/ask and answer questions, cause and effect, prepositional phrases, synonyms and antonyms worksheets**
- **Discussion cards**

Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Content words:

Story critical: **acoustic** (adj.), **contributions** (n.), **genre** (n.), **influence** (n.), **trademark** (n.), **transistor** (n.)

Enrichment: **authority** (n.), **civil rights** (n.), **console** (n.), **disc jockey** (n.), **discrimination** (n.), **economy** (n.), **gig** (n.), **hangouts** (n.), **institutions** (n.), **integrating** (v.), **jukebox** (n.), **lyrics** (n.), **phonograph** (n.), **rockabilly** (n.), **segregation** (n.)

Before Reading

Build Background

- Ask students if they've ever heard of rock 'n' roll music. Write the names *Chuck Berry*, *Elvis Presley*, and *Buddy Holly* on the board. If possible, play some music by these artists. Ask students if they recognize any of these names or songs, and if so, encourage them to share their knowledge. Explain that these artists are some of the musicians who helped create and shape the musical genre called rock 'n' roll.

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- Create a KWL chart on the board and hand out the [KWL/ask-and-answer-questions worksheet](#). Review or explain that the *K* stands for knowledge we know, the *W* stands for information we want to know, and the *L* stands for the knowledge we learned. As various topics are discussed, fill in the first column (*K*) on the board with information students know about each topic. Have students complete the same section of their KWL chart.
- Ask students what they would like to know about the history of rock music. Have them fill in the second portion (*W*) of their chart. Write their questions on the class chart.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Discuss how having prior knowledge about the topic, and asking and answering questions while reading, can help readers understand and remember the information in a book.
- Direct students to the table of contents. Remind them that the table of contents provides an overview of the information in a book and how it is organized. After previewing the table of contents, use it to model asking questions.
- **Think-aloud:** *I can use the table of contents to think of questions I would like to have answered about the history of rock music. For example, one of the sections is titled "Audience." This makes me wonder which groups of people rock music has been the most popular with over time. I'll have to read the book to find out. I'll write this question on the chart.*
- Have students look at the other section titles. Have them write any questions they have based on the covers and table of contents in the *W* portion of their KWL chart.
- Have students preview the rest of the book, looking at photos and captions. Show students the glossary and index. Have them add any additional questions they might have on their KWL chart. Invite students to share their questions aloud. Write shared questions on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Write the following sentence on the board: *I put on my seat belt.* Model identifying cause-and-effect relationships.
Think-aloud: *I know that there are causes, or reasons, why events happen. When I put on a seat belt, it might be because I am getting ready to ride in a car. The seat belt helps keep me safe in my car in the event of an accident. So a cause for putting on the seat belt could be because I want to stay safe. However, I also know that not wearing a seat belt is against the law. So another reason to put on a seat belt might be to avoid getting a traffic ticket. Sometimes there is more than one cause of an effect.*
- Review or discuss that a *cause* is an event that makes something happen, and the *effect* is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write *I put on a seat belt* under the heading *Effect*. Ask students to identify from the discussion the two causes for the effect (to stay safe, to avoid getting a traffic ticket). Write these under the heading *Cause*.
- Invite students to explain other possible causes for putting on a seat belt (their parents told them to, a seat belt has helped them stay safe in the past, and so on).
- Write each of the following sentences on index cards: *I put on a sweater. I am cold. I close the shades. The sun is in my eyes. I close the window. It is raining outside. I eat a banana. I am hungry.* Mix up the cards and give volunteers a card. Have volunteers find a match to their sentence on one of the other cards. Then have each person in the pair identify who is the cause

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and who is the effect. Ask the remaining students to explain whether or not the match and explanation are correct.

Introduce the Vocabulary

- Create a two-column chart on the board with the headings *Early Technology* and *Current Technology*. Write the following vocabulary words on the board: *console*, *jukebox*, *phonograph*, and *transistor*.
- Explain that the ways in which students listen to music today are much different than what was used during the early days of rock 'n' roll. Technology is always changing and improving, and the ways in which people listen to music are one example of this trend.
- Show students the photographs from page 7 of the book. Point out the three music players shown: a modern CD player, an LP vinyl record, and a 45 vinyl record. Ask students to explain which one they think looks the most recent (CD player).
- Ask students if they have ever seen a record player and if so, to explain how it works. (If possible, play students a record on a record player.) Tell students that to play an LP (long-playing) record, a *phonograph*, or record player, is needed. Place the word *phonograph* next to the pictures of the record players on the board. Point out that most music stores today sell only modern music players and don't carry phonographs.
- Show students the photograph from the cover page of the book. Ask students to explain what they know about this type of music player. Discuss the meaning of *jukebox* and explain how it is used. Ask them what the difference is between a *phonograph* and a *jukebox*. (A phonograph is something that someone might own at home to play their personal records; a jukebox is a machine that takes money to play records and used to be found mostly in diners or other public places.)
- Show students the photograph from page 9 of the book. Point out the three music players shown: a home radio *console*, a pocket *transistor* radio, and a portable MP3 player. Ask students to tell which one they would likely use today. Ask students if they have ever seen a home radio *console* and to guess what it may have been used for. Tell students that a *console* is a wooden cabinet that holds a radio. Point out that radios many years ago were pieces of furniture. Ask students to describe what their radios at home look like in comparison to the *console* from the picture.
- Have students look at the *transistor* radio in the picture and explain what they think the word *transistor* means. Point out that the *transistor* radio is much smaller than the *console*, *phonograph*, or *jukebox*. Have students explain why someone likely invented the transistor radio (it was small enough to carry; earlier radios were too large).
- Read the definitions of the four vocabulary words in the glossary: *console*, *jukebox*, *phonograph*, and *transistor*.

Set the Purpose

- Have students think about what they already know about rock music as they read the book to identify the causes and effects related to events in early rock 'n' roll music history. Remind them to find answers to their questions and write what they learned in the *L* portion of their KWL chart.

During Reading

Student Reading


- **Guide the reading:** Have students read to the end of page 8. Remind them to look for information about rock 'n' roll music history that will answer questions on the KWL chart. Encourage students who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their KWL chart that were answered and add any new questions that were generated.
- Model answering a question on the KWL chart and filling in the third column (*L*).
Think-aloud: *I wanted to know which groups of people have most enjoyed rock music over time. I found out that in the 1950s, teenagers were the main audience of rock 'n' roll music. I will*

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write this information next to my question on the KWL chart under the L heading. It seems as though this music continues to be popular with teenage audiences today. However, I'm still not sure which groups of people this music was popular with between 1950 and today. I will leave space under this heading on my chart. Perhaps I will locate this information as I read. I also read about how new technology, such as TV, helped rock 'n' roll gain popularity. I wonder whether the growing popularity influenced the performances of musicians.

- **Check for understanding:** Have students write answers they found while reading in the L portion of their KWL chart and additional questions they raised in the W portion. Invite them to share the information they learned and the questions they generated as they read the book. Record shared responses on the class KWL chart. Ask students to identify possible causes for teenagers to become the primary audience of early rock 'n' roll music (they started challenging authority, many rock 'n' roll artists were teenagers, the songs reflected their feelings). Have students support their answers by referencing the text.
- Have students read the remainder of the book. Remind them to look for answers to their KWL chart questions, as well as causes and effects of how rock 'n' roll music was shaped. Encourage them to add new questions they might have to their chart as they read.


 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read the words and figure out their meanings.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *I wondered whether the growing popularity of rock 'n' roll music influenced the performances of musicians. Although the book did not directly answer this question, I learned that several performers developed stage antics and trademarks, such as the "duck walk." Musicians also developed musical styles that further influenced the development of rock 'n' roll music.*
- Ask students to share questions they added to their KWL chart while reading. Ask them what questions were answered (or not answered) in the text.

 Have students circle the questions on their KWL chart that were answered by reading the book and underline the information in the book that answers those questions. Invite them to share answers they found while reading.

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and remember what they have read.

Reflect on the Comprehension Skill

- **Discussion:** Review the causes of teenagers becoming the primary audience for early rock 'n' roll music (they challenged authority, many rock 'n' roll artists were teenagers, the songs reflected their feelings). Introduce and explain the [cause-and-effect worksheet](#). Have students record this relationship on their worksheet.
- Write the following question on the board: *What might have caused performers to develop personal trademarks?* (Possible answers: Larger audiences due to television and performances and a growing popularity for rock 'n' roll might have led musicians to develop trademarks in order to stand out, set them apart from the crowd, and maintain their popularity; personal quirks may have been accidentally discovered. Once the performers elicited positive reactions to their everyday actions, these musicians may have continued to play on them to entertain the crowd.) Discuss aloud answers and opinions and have students record a cause-and-effect relationship on their worksheet.

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- **Independent practice:** Have students complete the [cause-and-effect worksheet](#). If time allows, have students discuss their work and explain their answers.
- **Enduring understanding:** Rock 'n' roll music often reflects the feelings of individuals about the society in which they live. Now that you know this, how does this information affect your understanding of the impact of music on individuals and society? Why do you think some people are against the freedom to express certain types of music?

Build Skills

Grammar and Mechanics: **Prepositional phrases**

- Review or explain that *prepositions* are words that show a relationship between things. They provide information about the location (*inside, outside, and so on*), direction (*to, under, over, and so on*), and time (*after, before, during, and so on*) when something happens. They can also explain the relationship between two words (*about, with, and so on*).
- List common prepositions on the board, such as: *about, after, before, below, between, during, for, in, of, out, over, through, until, and with*. Invite volunteers to use a preposition in a sentence. Write these sentences on the board.
- Ask students to turn to page 4. Write the following sentence on the board: *It developed over time through the influence and contributions of many musicians*. Have volunteers circle the prepositions in the sentence (*over, through, of*).
- Underline the phrase *over time*. Explain that a *prepositional phrase* is a group of words beginning with a preposition and ending with a noun or pronoun.
- Ask students to identify two additional prepositional phrases in this sentence (*through the influence and contributions* and *of many musicians*).
- **Check for understanding:** Have students locate and circle examples of prepositional phrases in the book. Have them share examples with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [prepositional phrases worksheet](#).

Word Work: **Synonyms and antonyms**

- Write the word *beautiful* on the board. Ask students to suggest a word that means almost the same thing (*pretty, lovely*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- Ask students to suggest a word that means the opposite of *beautiful* (*ugly, hideous*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 15 and reread the page. Write the following sentence on the board: *Elvis is given credit by many for making rock 'n' roll so popular*. Ask them to find the word that tells what Elvis made rock 'n' roll (*popular*). Ask them to suggest a word that means the same or almost the same as *popular* (*well-known*). Ask students to suggest a word that means the opposite of *popular* (*unknown*).
- Show students a thesaurus. Explain that a thesaurus is used to identify synonyms, and sometimes antonyms, of words. Model how to locate synonyms for the word *popular*. Write these words on the board. Use the list to generate a list of antonyms. Write these words on the board.
- Have volunteers use the word *popular* in a sentence. Then have them use a synonym and antonym for *popular* in two different sentences.
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *small* and have them write the synonyms on a separate piece of paper. Have them use the list to generate and write antonyms for the word. Ask students to use the word *small* in a written sentence. Then have them write sentences that contain a synonym and antonym for the word.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). If time allows, discuss students' responses.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students generate a list of cause-and-effect relationships with someone at home.

Extend the Reading

Writing and Art Connection

Provide several print and Internet resources for students to research an artist mentioned in the text (Chuck Berry, Elvis Presley, Buddy Holly, Ritchie Valens, Little Richard, or Jerry Lee Lewis). Have them write a research paper identifying the major contributions of that individual during his life and evaluate his impact on music history. Allow time for students to present their papers orally.

Social Studies Connection

Discuss with students how change is a constant factor throughout history. (For example, the civil rights work of Martin Luther King Jr. had a major influence on early rock music history, and his influence continues today.) Point out that the struggles of certain individuals and groups of people during the 1950s and '60s created an environment of change in the United States, which provided material for artists to sing about. Discuss how all of these factors influenced rock 'n' roll music and how this genre of music continues to evolve today.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- use the reading strategy of asking and answering questions to understand text during discussion and on a worksheet
- understand and identify cause-and-effect relationships in text during discussion and on a worksheet
- correctly identify and use prepositional phrases during discussion and on a worksheet
- identify, select, and use synonyms and antonyms during discussion and on a worksheet; use a thesaurus to identify synonyms and antonyms

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**