

# Appreciating Appalachia: “How Can I Keep From Singing?”

## Lesson Plan for ELA/Choral Collaboration

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### Objectives

At the end of the lesson, the students should be able to:

1. Recognize words and phrases indicative of Appalchian Folk music.
2. Speak/sing words and phrases of Appalachian Folk music with accuracy.
3. Identify a connection between Elizabethan and Appalachian English.
4. Show teamwork and cooperation through participating in a group activity.
5. Evaluate Appalachian characteristics to gain new understandings of the culture.

### Procedures

Teacher's Activity	Students Activity
<p>BELL RINGER (10 mins): Teacher will play <a href="#">clip</a> from the film <i>Deliverance</i> (based on the book by James Dickey) and ask students to complete the worksheet as they watch the 3 min clip.</p> <p>Allow students to view the clip and complete the table (6-7 mins total).</p> <p>Ask students to brainstorm what they already know about Appalachia. Teachers will ask for suggestions and record them on the board for all to see.</p>	<p>Students will complete the <a href="#">worksheet</a> activity that pairs with the clip from the film <i>Deliverance</i>.</p> <p>Students will volunteer their brainstormed ideas about what they already know about Appalachia (people, culture including clothes, dress, language, and location).</p>
<p>ACTIVATING STRATEGY (5 mins): In pairs or small group, have students read and categorize phrases: Shakespearean or Appalachian HINT: They fit in both!</p> <p>After activity, explain to students that many of the phrases used in Appalachian folk music have roots in the language of William Shakesepare (and even Geoffrey Chaucer)</p>	<p>Match the phrase to the category on the <a href="#">slide</a></p>

Teach the lesson on Appalachian Music via <a href="#">presentation</a> (15 mins)	Have students listen to the lecture and pause for them to ask questions, as needed.
After the lecture, place instruments on table and select a few student volunteers to play the instruments (washboard, spoons, drum) as they listen to the song “How Can I Keep From Singing” (3 mins)  Other instruments: guitar, banjo, violin, harmonica	Student volunteers will select an instrument to play
Divide students into sections (S,A,T,B) and distribute “How Can I Keep From Singing” music to students. Have them sight read and perform it. (5 min)	Students will sight read the piece.
Have respective sections answer the 3 questions in the APPLICATION section. Teacher will record responses on board for all to see (5 mins).	Section leaders will record the answers, based on consensus. Report responses to whole group as teacher records on board for all to see.
Have class complete the ASSESSMENT in groups. (5 mins)	Section leaders will record responses and report out to whole group.
Create a plan for recording the video of class performing the song.	Collaborate with sections and teacher to create a professional recording of the arrangement of “How Can I Keep From Singing?”

## **Application**

The students will be divided into vocal sections in order to perform the arrangement of “How Can I Keep From Singing”

1. What words/phrases in the song sound different (e.g., Shakespearean)?
2. How do the poetic elements of the song (form) offer meaning to the piece (function)?
3. What instruments would best suit the arrangement? (violin?)

## Assessment

Group Activity: Students will listen to the recorded version of their song and discuss how the harmonies and melodies enhance the meaning of the song using the guided questions below:

**Sopranos:** What words should your group emphasize?

**Altos:** What purpose does repetition serve in the song?

**Tenors:** What instruments would enhance this song?

**Baritones:** How does the question “How Can I Keep From Singing” get answered?

Once the groups have discussed their question, they will share out to the whole group for discussion about the upcoming assignment. Teacher will record responses on board.

## Assignment

Make a video recording of this song. When you’re planning, consider the following to help guide your final product.

1. What should be the setting?
2. What clothing should performers wear?
3. What enhancements to the arrangement should be made?
4. What framing shots should the video include?

## References

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