The IPod’s Great – Great Grandfather

Subject Area:
Choral Music

Grade Level:
9 – 12

Investigative Questions:
Who was the Great – Great Grandfather of the IPod? (And who were the other family members in between?)

Academic Standards:

History

8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.

8.3.9.B: Compare the impact of historical documents, artifacts and places which are critical to the U.S.

8.4.12.C: Evaluate how continuity and change have impacted the world today (i.e. technology).

Arts and Humanities

9.1.12.J: Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting the works in the arts or the works of others.

9.1.12.K: Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.

9.2.12.F: Know and apply appropriate vocabulary between social studies and the arts and humanities.
Learning Objectives:
1) The students will learn a basic overview of the devices and audio formats used throughout recent history to playback recorded music.

2) In a group setting, the students will be able to place these devices and audio formats in chronological order

3) The students will associate each device and audio format with certain genres of music.

4) The students will create and invent the next device and / or audio format that will be used in our musical culture.

Duration:
Approximately two 45 minute class periods (total of 90 minutes)

Materials & Citations of Resources:
• Provided packet of materials for students including:
  o Pictures of various audio devices (see below for pictures and citations)
  o Date Ranges for placing the pictures in chronological order

• Copy of pictures (audio devices) preset on board in a non-descript order

• Arts materials- including paper, markers, colored pencils, etc.

• Library Of Congress Recording of “William Tell Overture”

• Library of Congress Recording of “My Old Kentucky Home”
Provided packet of materials for students including the following pictures:
  - Various Sources


"PLUS-a-GRAM JUNIOR MPA PORTABLE RECORD PLAYER, 1960's." THE MUSEUM OF

http://ballyhooligan.wordpress.com/tag/health-club/page/22/


Photo provided by the Library of Congress:


**Inquiry-Based Learning:**
I will use an Inquiry-Based Learning Model (IBLM) with the following components:
**Questioning:**
I will ask students questions about how they currently listen to music and how their grandparents or great-great grandparents would have listened to music. Students will wonder about the culture and act of listening to music over the past 100 years.

**Researching:**
Through audio files and picture (some of which are made available through the Library of Congress), students will see the many audio formats and devices used since the late 1800’s. Students will investigate and attempt to chronologically place these devices in a timeline. Students will also use their previous knowledge to associate certain music genres with each audio device.

**Discussing:**
The students and teacher will discuss the device’s place in the timeline and characteristics specific to each device. Students will gain an understanding of each device’s significance in its specific time period and the importance of each in that period’s pop culture. The students and teacher will also brainstorm and discuss genres of music that may have been specific to each device.

**Creating:**
Students will be asked to create and invent the next audio listening device and format. Through this process, students will consider the evolution of audio playback devices and consider what the next step might be.

**Reflecting:**
Students’ reflections will take place in the form of a presentation to the class and instructor that will showcase the group’s newly invested audio listening device. Students will describe their invention, its special and unique features, and how it evolved from its predecessor.

**Description of Procedures:**
Before the class begins, the instructor with have an array of movable pictures attached to the board. These are pictures of various audio formats and devices used throughout history, and these are the same pictures that are included in a packet of materials that will be distributed to students later in the lesson. The instructor will also have several recordings prepared for the students. These recordings are pieces of music that were recorded and then played back on an original Gramophone. Finally,
drawing materials (paper, colored pencils, markers, etc.) will be available and ready for students at the appropriate times.

The class will begin with students seated at their desks / chairs in the normal rehearsal set-up. After students gather, student will be asked to listen to a recording of “The William Tell Overture” (Primary Source provided by the Library of Congress). The recording of this particular piece of music was recorded on and is being played back on the original Gramophone. After students listen for a minute, the instructor will begin questioning the students with such prompts as: “What are your initial thoughts about the recording?”, “In your opinion, how old is this recording?”, “What sort of equipment or audio device would be playing this kind of music?”, and “Who, in your family, would have listened to music on this kind of device?”. I will ask each student to identify that particular person and build a mental picture of that person listening to this music.

I will then have the students listen to a different recording as to further develop this mental picture. The title of this recorded piece is “My Old Kentucky Home” (Primary Source provided by the Library of Congress), and it too, is being played back on a Gramophone. After this listening, I will ask the students the following: “In what kind of setting or place is this person listening?”, “With whom is the person listening to the music?”, “What other kinds / styles / genres of music would be on their ‘playlist’?” and “Are they wearing headphones?”. Finally, students will be asked to share and identity other types of audio devices that they can recall that have been used throughout history. Some answers might include: record player or turntables, cassette players, CD players, 8 track players, etc.
To continue with the **researching** portion of the APL, Students will then be placed into predetermined groups and handed a packet of materials including: 1) six pictures of various audio playback devices (one of these pictures is provided by the Library of Congress) and 2) small slips of paper that have printed date ranges (i.e. “1890 – 1920”, “Early 1970’s – Late 1990’s”, etc). In groups, students will be asked to first arrange the date ranges in chronological order. Students will then be asked to connect each picture with a date range so that the pictures of the audio devices are also in chronological order. Finally, on the back of each picture, students will be asked to write the following: “Indentify several details that made the photograph interesting or memorable.”, and “What are some details about this audio device that make you wonder?”.

At the conclusion of this activity, the instructor will begin **discussing** with students the result of their researching and provide the correct placement of the pictures in a timeline on the board with the corresponding date ranges. Once the timeline is complete, the instructor will ask students to share their particular details and wonderings about each picture / device. The instructor will share bits of information with the students about each device to help students gain an understanding of how each device works.

The instructor will then ask students to recall and think about their knowledge of music and music history and when certain genres of music were popular in the last 100 years. Students will then be asked, for each audio device and date range, to brainstorm possible music genres that would have been most likely popular during that
time. Students will be given several minutes to brainstorm these genres and make notes on their date ranges. Once students have completed their lists, the instructor will lead the class in compiling a list of music genres on the board under the corresponding picture.

The next portion of the assignment will be presented to the groups as students will be asked to create a new audio device. Students will be asked to recall and consider the evolving audio formats over the past 100 years and that audio formats will continue to be ever-changing. With that in mind, students will be asked to imagine and essentially create and invent the next audio listening device. They will be asked to consider the following: “What would it look like?”, “What size would it be?”, “What would be unique about this device and how would it differ from its predecessor?”, “What is its name?” and so on. Students will then have ample time to brainstorm, draft, design, draw and describe their new invention with provided art materials.

The final culmination and reflection of this lesson will take place in a presentation given by each group describing and “selling” their new invention. Students will provide for the class and instructor an overview and description of their invention and why it is better than those audio devices currently on the market. Students will also explain how their device evolved from the most current devices on the market today.
The IPods’ Great - Great Grandfather

Teacher Name: Mr. Andria

Student Name: ____________________________

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<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tr>
<td><strong>Participation in Questioning</strong></td>
<td>Student exhibited great participation and enthusiasm during class discussion.</td>
<td>Student showed a willingness to participate during class discussions.</td>
<td>Student exhibited a small amount of personal participation during class discussions.</td>
<td>Student showed little to no interest in class discussions.</td>
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<td><strong>Understanding of Content</strong></td>
<td>Shows a full understanding of the topic.</td>
<td>Shows a good understanding of the topic.</td>
<td>Shows a good understanding of parts of the topic.</td>
<td>Does not seem to understand the topic very well.</td>
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<td><strong>Collaboration with Peers</strong></td>
<td>Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.</td>
<td>Usually listens to, shares with, and supports the efforts of others in the group.</td>
<td>Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.</td>
<td>Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.</td>
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<td><strong>Understanding of the “Creation and Invention” Task (Presentation)</strong></td>
<td>Student possessed great enthusiasm and creativity with the task presented. Student assisting the group in giving a memorable and worthwhile presentation.</td>
<td>Student showed interest and willingness to help create their new invention. Student played an active and helpful role during the presentation.</td>
<td>Student showed mild interest and some creativity with the task presented. Student displayed some involvement in the presentation.</td>
<td>Student showed little to no interest in the progress with little contribution. Students showed little attempt to participate during the presentation.</td>
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