LESSON 5 TEACHER’S GUIDE

The Story of the Blues
by Myron Banks

Fountas-Pinnell Level U
Nonfiction

Selection Summary

The blues is an American sound—instruments like piano, trumpet, saxophone, and a voice combine to express deep meaning about life.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person voice in a continuous narrative</td>
</tr>
<tr>
<td></td>
<td>Several topics, including the development and evolution of the blues</td>
</tr>
<tr>
<td></td>
<td>Underlying structures include description, sequence, and compare/contrast</td>
</tr>
<tr>
<td>Content</td>
<td>History of blues music in the United States</td>
</tr>
<tr>
<td></td>
<td>Influence of blues music on other styles of music</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Themes of racism, social class barriers, and weaving of blues into popular culture</td>
</tr>
<tr>
<td></td>
<td>The blues offers a timeless, enjoyable diversion for many people.</td>
</tr>
<tr>
<td></td>
<td>The blues has a rich and varied history that can be traced to Africa.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Descriptive language, including figurative language</td>
</tr>
<tr>
<td></td>
<td>Some inference required to comprehend trends in blues over time</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Some complex sentences contain embedded, dependent clauses</td>
</tr>
<tr>
<td></td>
<td>Lyrics included to show patterns in blues lyrics</td>
</tr>
<tr>
<td>Vocabulary Words</td>
<td>Technical words and concepts about music: lyrics, verses, solo, rhythm, records</td>
</tr>
<tr>
<td></td>
<td>Some words which may be unfamiliar: saxophone, plantations, audiences</td>
</tr>
<tr>
<td></td>
<td>Some multisyllable words: genuinely, innovation, parallel, predominantly, tendency</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Full range of graphics, some dense and challenging</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Fourteen pages of text, with graphics or photographs on most pages</td>
</tr>
<tr>
<td></td>
<td>Table of contents, headings, captions, timeline, and map</td>
</tr>
</tbody>
</table>

The Story of the Blues by Myron Banks

Build Background
Help students use their knowledge of American music and the blues to visualize the selection. Build interest by asking questions such as the following: What kinds of music do you like to listen to? Have you ever listened to the blues? Read the title and author and talk about the cover photograph.

Introduce the Text
Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special treatment to target vocabulary. Here are some suggestions:

Page 3: Point to the lyrics at the bottom of page 3. Tell students this is an example of blues lyrics. Suggested language: Can you “hear” the song as you read the lyrics on page 3? The blues is about expressing feeling. The text states that it’s also about life.

Page 4: Have students find the highlighted words on page 4. Ask: What aspect of the name the blues tells you a little about how it sounds? What is another word for tension?

Pages 6–7: The text explains that African music was the basis for the blues; enslaved Africans began singing the blues on southern plantations in the old South. Ask: How does this make it a genuinely American music form?

Page 9: Tell students the map shows where many African Americans moved during the early twentieth century. They brought their musical roots with them. How could moving improve the welfare, or well-being, of African Americans?

Page 11: Skim the timeline. What do you notice about how the blues spread and became popular?

Now turn back to the beginning of the text and read to find out more about the development of the blues and how it became a popular musical form.

Target Vocabulary
aptly – to do something in an appropriate, or fitting, way, p. 12
aspect – the dimensions or parts of something, p. 4
credit – recognition or approval, p. 6
genuinely – to do something sincerely and without falsehood, p. 6
innovation – something new and creative, such as a new invention or a way to improve something that already exists, p. 12
parallel – similar or nearly identical, p. 10
predominantly – for the most part, mainly, or mostly, p. 10
tendency – a leaning or an inclination toward some action or condition, p. 14
tension – mental strain or nervous anxiety, p. 4
welfare – a person’s health, happiness, or general well-being, p. 9
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Summarize Strategy and to briefly tell the important parts of the text in their own words as they read.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the selection. Suggested language: What did you learn about the blues that you didn’t know before?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The blues is a musical form that may include instruments and/or singing.</td>
<td>• Although the blues began as an African American musical form, it has expanded its appeal to a broad audience.</td>
<td>• Photographs show the varied instruments used to make the blues.</td>
</tr>
<tr>
<td>• The blues’ roots can be traced to Southern plantations and enslaved Africans.</td>
<td>• The blues encompasses many different sounds, and can be heard in rock ‘n roll, country, gospel, hip-hop, and rap.</td>
<td>• A map shows how the blues spread with African American migration in the early twentieth century.</td>
</tr>
<tr>
<td>• Although its sound has evolved over time, the blues continues to influence today’s popular music.</td>
<td></td>
<td>• A timeline provides details of the spread and evolution of the blues during the twentieth century.</td>
</tr>
</tbody>
</table>


Choices for Further Support
• **Fluency** Invite students to choose a passage from the text to use for readers’ theater. Remind them to be aware of their intonation. For example, as they read the lyrics on pages 3 and 6, students may try to read these passages as though they are poetry. They should be aware of tone, pitch, and volume.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that some words derive from Greek or Latin roots. For example, *instrument* is derived from a Latin word, *instruere*, meaning “to arrange, instruct.”

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Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 5.1.

Responding
Have students use their Reader’s Notebook to complete the vocabulary activities on page 15. Remind them to answer the Word Teaser on page 16. (Answer: tension)

Reading Nonfiction
Nonfiction Features:
Photographs and Text Clues Remind students that nonfiction has many features to help readers find and understand important information. Photographs and text clues are two of these features. Tell students that photos are an important source of information. They often add information that is not in the text. Photos can sometimes have a more authentic quality than illustrations.

Next explain that text clues can include signal words. These words help readers to identify the organization of ideas present in the text. In nonfiction texts, signal words serve an important role. They indicate to readers the underlying text structures that writers use to convey information.

Have students turn to pages 6 and 7 in the text. Explain that the photographs show instruments. Have students explain what is similar and different about the guitar that B.B. King is playing and the stringed instrument shown on page 7 (both have necks and strings; each one has a large cavity; they are shaped differently). Discuss with students how these photographs show that stringed instruments evolved over time. Some elements remain, and some elements were added.

Next, have students search the text for signal words that indicate sequence (soon, eventually, first, suddenly). Have students create charts in their Reader’s Notebooks that include categories for various underlying text structures, such as sequence, cause/effect, compare/contrast, problem/solution, and question/answer. Advise them to add to this chart as they read various texts.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• Why do you think the author wrote this text?
• What is the meaning of aptly on page 12?
• How does the author organize information about famous blues musicians in history?
English Language Development

Reading Support Pair beginning and intermediate readers to read the text softly, or have students listen to the audio or online recordings. Or have beginning students read the captions.

Cultural Support Some English language learners may not know the abbreviations for the states on the map on page 9. Provide support as necessary. Explain any idiomatic language that might be unfamiliar, such as caught the attention, went along for the ride, and took America by storm.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiencies. Speaker 1 is the teacher, Speaker 2 is the student.

Beginning/Early Intermediate

Speaker 1: Who is speaking in the selection?
Speaker 2: a narrator
Speaker 1: Where did many African Americans move during the 1910s?
Speaker 2: to the north

Intermediate

Speaker 1: What was “call and response”?
Speaker 2: It was a pattern of singing that enslaved Africans used on plantations.
Speaker 1: Why was Harlem important to the blues?
Speaker 2: It was where blues singers performed for large audiences.

Early Advanced/ Advanced

Speaker 1: What are some characteristics of the blues?
Speaker 2: It includes instruments and singing. The lyrics express feelings. The music and lyrics repeat. There is a common AAB pattern to many songs.

Target Vocabulary

Fill in the missing word and definition in the T-Map below. Then complete the sentences using the related vocabulary words. Create two additional T-Maps and sentences using two other related pairs of the Target Vocabulary words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Type</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>well-being</td>
<td>genuinely</td>
<td>Adverb</td>
<td>in a particular way</td>
</tr>
<tr>
<td>target</td>
<td>welfare</td>
<td>Noun</td>
<td>to reach an aim</td>
</tr>
<tr>
<td>credit</td>
<td>genuineness</td>
<td>Noun</td>
<td>an honest attitude</td>
</tr>
<tr>
<td>aspect</td>
<td>innovation</td>
<td>Noun</td>
<td>a new way of doing something</td>
</tr>
<tr>
<td>tension</td>
<td>aspect</td>
<td>Noun</td>
<td>a source of strain</td>
</tr>
<tr>
<td>parallel</td>
<td>innovation</td>
<td>Noun</td>
<td>a new way of doing something</td>
</tr>
</tbody>
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Example Sentence:
A compassionate person genuinely cares about the welfare of others.
The Story of the Blues

Thinking Beyond the Text
Think about the questions below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

Consider the rich history of the blues. Why do you think the style became so popular? How has the music form appealed to so many people over time? Support your writing with text details.

__________________________________________________________________________________
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Target Vocabulary

Fill in the missing word and definition in the T-Map below. Then complete the sentence using the related vocabulary words. Create two additional T-Maps and sentences using two other related pairs of the Target Vocabulary words.

Vocabulary

<table>
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<tr>
<th>predominantly</th>
<th>tendency</th>
<th>welfare</th>
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<td>credit</td>
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<td>aptly</td>
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<tr>
<td>tension</td>
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<td>innovation</td>
</tr>
<tr>
<td>genuinely</td>
<td></td>
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</table>

Example Sentence:

A compassionate person __________________ cares about the ________________ of others.
The Story of the Blues • LEVEL U

On a cold, windy street corner in Chicago, a musician huddles over his guitar. Some people have gathered around. They wait for him to start playing.

With a shy smile, the man thanks the crowd for stopping to listen. Then he clears his throat. He strikes a chord on his guitar and begins to sing. The words, or lyrics, tell the story of a man who yearns to leave his home. The people move closer to hear every word and note.

As the man sings, his voice shakes with emotion. Suddenly, he breaks the tension with a loud shout.

Comments:

Accuracy Rate
( Nº words read correctly)•99 × 100) %

Total Self-Corrections