

## Migration

### The Musical Heritage of Western North Carolina



A look at the immigration patterns/peoples who settled the area and the musical traditions they brought with them, and how that impacted the development of the musical heritage we celebrate today.

#### **A lesson plan for grade 8 history and social studies**

By Carolyn Dell Walters

#### **Students will:**

- learn about how musical traditions were passed down
- will listen to a traditional folk song
- participate in a discussion about the impact of folk music in their life

#### **Teacher Planning Time Required for Lesson**

40 minutes

#### **Materials Needed**

- NC DVD- The Appalachians
- Website from AppState Workshop with recordings of folk songs

#### **Technology Resources Needed**

- High-speed internet access and computers for each student
- Stereo headphones for each student
- SmartBoard and projector

## **Background Information / Pre-Activities**

-Folksongs you have heard?

-Been taught?

-Instruments you have learned to play?

-Discuss

## **Activities**

1. Discuss music of our area - who is popular? kind of music? musical events?

2. View DVD- segment of early settlers/musical traditions

3. Listen to old recording of a popular folk song

## **Assessment**

This lesson will serve as a springboard to deeper research into the music of Western North Carolina, which will culminate in a project where student will demonstrate their specific learning and interest in a certain type of music or instrument or ballad writing.

## **Supplemental Information**

Other lessons will include ballads and their place in Mountain Music, with an in depth study of Tom Dula. Also, I would like to invite local musicians into the class to play different instruments, such as fiddle, dulcimer, and banjo. If we can find the funding, I would like to order mountain dulcimer kits and have the students make their own instrument, as well as learn to play some simple songs - this might involve the music/band teachers at our school.

## **Vocabulary**

**Culture**-the beliefs, customs, arts, etc., of a particular society, group, place, or time.

**Migration**-to pass usually periodically from one region or climate to another for feeding or breeding.

**Dialect**-a particular form of a language that is peculiar to a specific region or social group.

**Emigration**-to leave one's place of residence or country to live elsewhere.

**Immigration**-to come into a country of which one is not a native for permanent residence.

**Oral History**-a field of study and a method of gathering, preserving and interpreting the voices and memories of people, communities, and participants in past events. Oral history is both the oldest type of historical inquiry, predating the written word, and one of the most modern, initiated with tape recorders in the 1940s and now using 21st-century digital technologies.

## North Carolina Essential Standards

### SOCIAL STUDIES

#### Grade 8

- 8.SI.1 Evaluate information resources based on specific criteria]
- 8.H.1.1 (Construct charts, graphs, and historical narratives to explain particular events or issues)
- 8.H.1.2 (Summarize the literal meaning of historical documents in order to establish context)
- \*8.H.1.3 (Use primary and secondary sources to interpret various historical perspectives)
- 8.H.1.4 (Use historical inquiry to evaluate the validity of sources used to construct historical narratives)
- \*8.C.1.1 (Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States)
- \*8.C.1.2 (Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States)
- \*8.TT.1 (Use technology and other resources for assigned tasks)
- \*8.RP.1 (Apply a research process to complete project-based activities)