

1: Musician Extraordinaire

Based on the DC quarter reverse



OBJECTIVE

Students will understand the role of a musician, composer, and conductor.



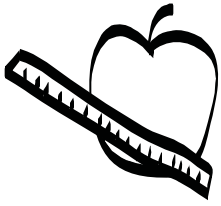
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
 - “District of Columbia Quarter Reverse” page
 - “Great American: Duke Ellington” worksheet
- Copies of the following:
 - “District of Columbia Quarter Reverse” page
 - “Great American: Duke Ellington” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about Duke Ellington, such as:
 - *Duke Ellington The Piano Prince And His Orchestra* by Andrea Davis Pinkney
 - *Duke Ellington* by Mike Venezia
 - *Duke Ellington: Jazz Composer* by Judy Monroe
- Chart paper
- Markers
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “District of Columbia Quarter Reverse” page
 - “Great American: Duke Ellington” worksheet
- Make copies of each of the following:
 - “District of Columbia Quarter Reverse” page (1 per student)
 - “Great American: Duke Ellington” worksheet (1 per student)
- Locate a text that gives information about Duke Ellington (see examples under “Materials”).
- Locate recordings of music composed and performed by Duke Ellington.



Musician Extraordinaire



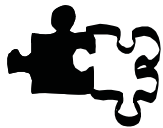
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Social Studies
- Music



TERMS AND CONCEPTS

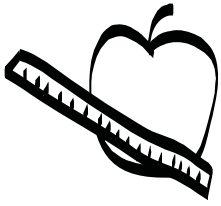
- Quarter
- Obverse (front)
- Reverse (back)
- Territory
- Capital
- Jazz
- Musician
- Composer
- Conductor
- Performer



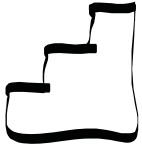
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Music
- Famous Americans



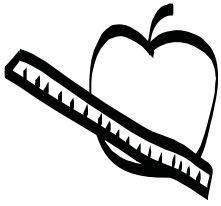
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STEPS

Session 1

1. Describe the District of Columbia and U.S. Territories Quarters Program® for background information, if necessary, using the example of your own state's or territory's quarter. Locate the District of Columbia on a classroom map. Note its position in relation to your school's location.
2. Ask the students what they know about the District of Columbia. Tell the students that it is the capital of the United States. Many famous Americans have lived and worked in the District of Columbia.
3. Display the "District of Columbia Quarter Reverse" overhead transparency. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. With the students, examine the coin design. Ask the students what they think the phrase "Justice for All" means. Explain to the students that "Justice for All" means fair treatment for everyone.
4. Ask the students if they know who the person is on the quarter reverse. Identify Duke Ellington as a great American musician who grew up in the District of Columbia.
5. Write the word "Musician" at the top of the chart paper. Ask the students what a musician is. Tell the students a musician is someone who performs, composes, or conducts music. Write "Performer," "Composer," and "Conductor" on the chart paper. Ask the students for a definition of each word. Explain to the students that a performer is someone who makes the music with their voice or an instrument. A composer is someone who writes the music. A conductor is someone who leads and directs a group of musicians in performing together. Write the definitions on the chart paper.
6. Discuss with the students what objects each of these types of musician might use to create music. For example, a performer would use a microphone or musical instrument to create music. A composer would use a pencil or computer to write the musical notes to be performed. A conductor might use a baton to direct the musicians in playing together. On the chart paper, draw a small image of an object each musician might use next to (or under) the appropriate word.
7. Explain to the students that a musician can do some or all of these things. A musician could be someone who only performs music, or performs and composes, or composes and conducts, or they could do all three. Explain to the students that Duke Ellington composed, conducted, and performed music.
8. Discuss different types of music. Tell the students Duke Ellington was a jazz musician. Explain to the students that jazz music started in the United States. Tell



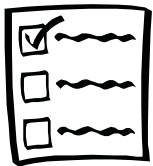
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the students that jazz music is often lively, exciting, and easy to dance to. Play a portion of a lively Duke Ellington jazz song for the students. While listening to the music, have the students use different hand motions to portray composing, conducting, and performing the music.

9. Distribute the “District of Columbia Quarter Reverse” worksheet. While listening to a Duke Ellington song, have the students draw on the back of the worksheet what the music makes them think of and how the music makes them feel. Allow appropriate time for the students to color the worksheet.
10. Display the worksheets in the classroom.

Session 2

1. Review the information from the previous session about the District of Columbia and Duke Ellington, including the definition of a musician on the chart paper.
2. Introduce the students to the selected text about Duke Ellington. As a group, preview the text and illustrations to generate observations about Duke Ellington. Read the selected text to the class and attend to any unfamiliar vocabulary.
3. Have the students share with a partner one thing they learned about Duke Ellington. Then ask the pairs to share their answers with the group. Record all acceptable responses in a web format on the chart paper.
4. Display the transparency of the “Great American: Duke Ellington” worksheet. Read the directions to the students. Distribute the “Great American: Duke Ellington” worksheets.
5. Allow them an appropriate amount of time to complete the worksheet.
6. Share the worksheets with the class.



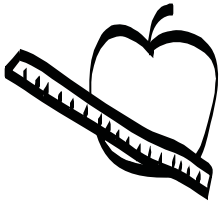
ASSESSMENT

Use the students’ class participation, anecdotal notes, and worksheets to evaluate whether they have met the lesson objectives.

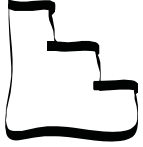


ENRICHMENTS/EXTENSIONS

- Have students create a picture of what they think a Duke Ellington song would look like if it was a picture while they listen to the song.
- Have students create a jazz song of their own. Have students perform the songs for the class.
- Have students create musical instruments from everyday materials (shoebox guitar, cardboard tube kazoo).
- Have students research other well-known jazz performers.

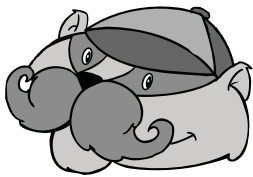


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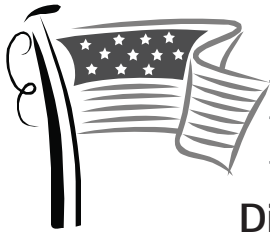
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with a scribe.
- Allow students to work with a partner.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about famous Americans with the Alabama quarter lesson plan for grades K and 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2003/_k01-2.pdf.
- Have students learn more about famous Americans with the Ohio quarter lesson plan for grades K and 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf.
- Have students learn more about songs through the Tennessee quarter lesson plan for grades K and 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf.
- Have students learn more about famous Presidents through the South Dakota quarter lesson plan for grades K and 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf.



Name _____

Great American: Duke Ellington

Directions: Draw a picture of Duke Ellington in the box.
Complete the sentence below the box with your own ideas.

Duke Ellington was a famous American because



District of Columbia Quarter

