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BME 530 Foundations of Bilingual Education/ESL

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Lesson Plan for Thematic Unit on Cotton

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Introduction

This lesson will introduce the students to the song “Pick a Bale of Cotton”, using Total Physical Response to learn the rhythm and the sense of the song, a Cloze exercise to learn the lyrics, and graphic clues to reinforce the vocabulary of the song. The song teaches the students the motions of picking cotton, the relationships of family, and the vocabulary of the Antebellum Southern United States.

Behavioral Objectives

The students will respond to the rhythmic aspects and the vocabulary of the song through Total Physical Response and verbal instruction, will learn the lyrics through the use of a Cloze Exercise and visual cues, and will perform the song using graphic clues as prompts and hand and body movement to interpret the song.

Arizona State Standards

1AM-P1. Sing/perform with expression and technical accuracy a large and varied solo and ensemble repertoire with level of difficulty 4 on a scale of 1-6, including some songs performed from memory and without accompaniment.

PO1. Perform pieces of various styles for an audience with improved expression (e.g., dynamics, phrasing) and technical accuracy (e.g., breath support, pitch, diction).

PO2. Sing/play numerous pieces of music in various styles (e.g., spirituals, folk songs, madrigals, jazz, Baroque, contemporary).

Possible links to: Foreign Language- communication, culture, communities; Social Studies- culture, region, socialization, history

Anticipatory Set

Write on the marker board the following words:

Cotton, Antebellum, slavery, folk song, Civil War, dialect, mighty, bale, pick, slave, Shiloh, poppa, buddy

Ask students what they know about cotton, cotton farming, slavery, or the old antebellum Southern United States. Write all the input on the board, and sort out facts from opinion. Tell the students they are going to listen to, learn, and perform a folk song about cotton-picking in the old antebellum Southern United States, which uses a dialect of English common among slaves and other Southerners in the Civil War era.

Teacher Input

Script:

Teacher: “We are going to learn a song today about cotton-picking. Who can tell me something you know about cotton or cotton farming?”

Students: (Information and opinion about cotton)

Write down on the board everything shared, and then sort out the facts from the opinions. Use information from historical and social studies sources to inform students about the importance of cotton to the Antebellum South before and during the Civil War, including its ties to the issue of slavery. Information concerning the economic value of cotton farming to the present-day Southern United States may also be introduced if time permits.

Introduce any vocabulary words from the song that may be new or unfamiliar to the students, using the marker board to display the words. Drill on any words that seem especially difficult to pronounce or need explanation (e.g., bale, “Oh, Lordy!”).

As you play the song, have the students clap their hands to the rhythm as they listen. Then pass out cloze forms with lyrics to “Pick a Bale of Cotton”, with blanks for some words, and a word list at the bottom of the page. Ask the students to fold the paper under at the dotted line, to hide the word list. Play the song, and ask the students to try to fill in the blanks. After playing the song through twice, ask the students to write in the words they think fill the blanks. Then have the students unfold the word list and check their words

Put up the lyric sheet with all the words, and go over them together, including pronunciations.

Teacher: Now let’s try to sing along with the recording of the song.

Students: (Sing along with the recording.) Have them repeat this, stopping to reteach pronunciations or phrases that may be difficult to perform.

Modeling the behavior

As the song plays, demonstrate the body movements that will reinforce the message of the song. While playing the song again, teach the students the hand and body motions, without having them sing.

When they have the movements down well, have them join the two facets of the song as they perform it.

Check for Comprehension

Have the students sing and do the hand and body motions without your leadership. Guide students to refine the process of joining the musical performance to the physical movement. Ask students to sing the lyrics of the song without the recording, or with only the accompaniment without the lyrics.

Guided Practice

Continue to rehearse the song, having some students become the group leaders to assist others in learning the lyrics and the movements.

Closure

Ask students to reflect on the song, and its relationship to the issue of work. Then ask them to write a paragraph about the difference between the kinds of work their grandparents and/or parents did or do, and the kind of work they plan to do when they finish school.

Independent Practice

Let pairs of students work together to refine the hand and body movements to correlate with the words. Then have each pair work with another pair to compare their work. After this, have the entire group try the song together again.

Assessment

Students will perform the song as a group with proper pitch, diction, rhythm, and tone, giving accurate expression of the message of the text. The students will express their feelings about family, work, and the future in writing.

Materials

- Recording of “Pick a Bale of Cotton” and CD or tape player
- Overhead projector and lyric sheet for the song on overhead cell
- Cloze worksheets
- Pencils
- Paper
- Pictures of cotton plant and cotton bale
- Pictures of people (momma, poppa, gal, slave, man)

Modifications for ESL and IEP students

ESL students will be able to follow along with the song through the use of the cloze worksheet, the vocabulary words on the board, practice pronouncing the words as a group, and through visual clues in the form of pictures and representations of the song lyrics.

Hearing impaired students will be able to follow the lyrics on the overhead cell, and adapt to the rhythm of the song by watching the leader and the other students moving to the beat of the music.

Visually impaired students will be able to listen to the recording and respond to verbal instructions for singing and body movements.

ED students will be encouraged to express their feelings through the music and the movement.

LD students can use the various intelligences (visual, kinesthetic, musical, aural, spatial, etc.) to process the information and learn the song.

Technology integration

I will use the overhead projector and the tape or CD player to reinforce the learning. I may also use a power-point presentation of the song if the connection is available.

“Pick a Bale of Cotton”- Folk Song

Jump down, turn around, pick a bale of cotton,
Jump down, turn around, pick a bale a day;
Jump down, turn around, pick a bale of cotton,
Jump down, turn around, pick a bale a day.

Chorus:

Oh, Lordy, pick a bale of cotton,
Oh, Lordy, pick a bale a day;
Oh, Lordy, pick a bale of cotton,
Oh, Lordy, pick a bale a day.

The slave from Shiloh can pick a bale of cotton,
The slave from Shiloh can pick a bale a day; (repeat)

Me an’ my gal can pick a bale of cotton, (etc.)

Me an’ my wife (husband) can pick a bale of cotton, (etc.)

Me an’ my poppa can pick a bale of cotton, (etc.)

Me an’ my buddy can pick a bale of cotton, (etc.)

Take a mighty big man to pick a bale of cotton, (etc.)

Note: A bale of cotton weighs about 500 lbs. Nobody ever picked a bale in a day.

“Pick a Bale of Cotton”- Folk Song

Jump down, turn _____, pick a _____ of cotton,
Jump down, turn _____, pick a _____ a day; (repeat)

Chorus:

_____, pick a _____ of cotton,
_____, pick a _____ a day; (repeat)

The _____ from _____ can pick a _____ of cotton,
The _____ from _____ can pick a _____ a day; (repeat)

Me an’ my _____ can pick a _____ of cotton, (etc.)

Me an’ my _____ can pick a _____ of cotton, (etc.)

Me an’ my _____ can pick a _____ of cotton, (etc.)

Me an’ my _____ can pick a _____ of cotton, (etc.)

Take a _____ big man to pick a _____ of cotton, (etc.)

Mighty slave bale around Poppa Oh, Lordy

Gal buddy wife

