



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

Native American Influences on Modern American Pop Culture From Rock and Roll to Contemporary Genre

Time: 40 mins-90 mins

Grade Level: 7-12

SLIDES TO BE USED WITH THIS LESSON

Purpose: Listen to, analyze, and illustrate (cultural and social influences) of American Indian artists and music on “American” pop culture.

- Students will explore and be able to name some Native American artists and their contributions to “American” Pop Culture.
- Students will articulate and illustrate the influence that selected Native American artists have had on American pop culture (from rock and roll to contemporary genre).
- Students will engage with text and media to deepen their appreciation and impact of that Link Wray and the Power Chord had on rock and roll.
- Students will share their perspective on the impact that music has on the preservation of cultural and ancestral knowledge in contemporary genre (researching and reclaiming ancestral music, infusing music from our past into contemporary genre).

Enduring Understandings:

- The contributions of American Indian modern musicians have been under-credited, few people have knowledge of these historical and contemporary contributions, it is important to expose young people to the music, the musician, and the message.
- Native American artists and musicians have left an indelible mark on what most consider American pop culture.
- Rock and Roll is the culmination of generations of Black and Indigenous sound and culture, and in the South as Native Americans took enslaved Blacks seeking freedom.
- The oppression and marginalization of Native and Black people was music influence by anger which led to louder and faster music.

Essential Questions:

- What is the Power Chord? Who created it and what impact does it have on “American pop culture”?
- Who are influential Native American musicians and what did they write/record?
- What are messages contained in the Native American pieces shared in this lesson and what meaning do they hold for you, the native community and society?
- Why do we have music? How does music reflect our lived realities? To what extent does message strengthen our message?

Essential Skills:

- Students will interrogate, explore, illustrate, and articulate the important contributions of Native American musicians and songs.
- Students will analyze selected pieces of Native song and music for its economic, cultural, political, or social influences.
- Students will reflect (writing/drawing/speaking) about Native American music sharing their opinions,

Cultural and Community Knowledge

- Linguistic
- Ancestral
- Discursive

Ethnic Studies Principles Alignment:

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Black and Native People/s, along with all people of color.
- Celebrate and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth.
- Center and place a high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.

Standards Alignment: (High School SS)

- Historical Interpretation
 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

Materials:

<p>Drawing</p> <ul style="list-style-type: none"> ● Markers ● Paper <p>Handouts</p>	<p>Film:</p> <ul style="list-style-type: none"> ● <i>Rumble</i> <p>YouTube/Twitter</p> <ul style="list-style-type: none"> ● Link Wray https://www.youtube.com/watch?v=KFCpUZVyXgg ● Rita Coolidge https://www.youtube.com/watch?v=cGor39eCOTA ● Redbone https://www.youtube.com/watch?v=bc0KhhjJP98 ● Robbie Robertson https://www.youtube.com/watch?v=8YCJXJgVHKA ● Buffy Saint Marie https://www.youtube.com/watch?v=VGWsGyNsw00 ● John Trudell (Alcatraz) https://www.youtube.com/watch?v=0iCDhDGPKao ● Lyla June https://www.youtube.com/watch?v=nr2VLI8jKww ● Mic Jordan https://www.youtube.com/watch?v=Mpee7gciMmA ● Natanii Means (language) https://www.youtube.com/watch?v=pW7cLgozECc ● OPLIAM https://twitter.com/opliammusic?lang=en ● Reye Zaragoza https://www.youtube.com/watch?v=lbJaPXwxEWs&list=RDlbJaPXwxEWs&start_radio=1&rv=lbJaPXwxEWs&t=21 ● A Tribe Called Red https://www.youtube.com/watch?v=cj3U0z64_m4
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Modifications, Accommodations, Resources for Multilingual Students :

<ul style="list-style-type: none"> ● Provide an additional activity to scaffold how to write a biography. Perhaps provide a close sentence organizers. ● Provide bilingual picture dictionaries. 	<ul style="list-style-type: none"> ● When appropriate, invite students to write in their dominant language(s). ● Check for student understanding throughout the lesson.
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Critical Vocabulary:

CRITICAL	Definition and Rationale for	Idea for pre-teaching or
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VOCABULARY	choosing this word, phrase, or concept	front-loading the concept.
Power Chord	A power chord is a “distorted loud” guitar sound applied to rock and roll music. An electric guitar is normally used to make the power chord sound.	See above
Biography	The true story of an individual.	See above
Intersection		See above
Delta Blues	Is one of the earliest forms of blues music. It originated in the Mississippi Delta. The slide Guitar and harmonica are instruments used in Delta Blues.	See above



Title of Cultural Ritual/Energizer: Fist to Five, Link Wray

DESCRIPTION	TIME
<p>Slide 3 Land Acknowledgement We would like to acknowledge and honor the 574 tribal nations that inhabit and take part in the care of this land that we now occupy, of which the traditional music and sounds has influenced what we now know as American music.</p>	2 min
<p>Slide 4 Ancestor Acknowledgement Link Wray (Shawnee) Link Wray (Fred Lincoln Wray Jr, Shawnee) - born on May 2, 1929, to Fred Lincoln Wray, Sr. (1894-1978) and Lillian Mae Wray (née Coats). Born in North Carolina, Link Wray died on May 5, 2005 in Copenhagen, Demark. He was <u>Shawnee</u> and his most important contribution, the power cord, a creative electric guitar sound that we will later describe in this lesson.</p>	2 mins
<p>Slide 5 Cultural Energizer Ask students: Who is the musical artist and the one song that gets you ready to (choose one) to... <ul style="list-style-type: none"> ● Dance </p>	20 mins

	<ul style="list-style-type: none"> ● Organize ● Rumble ● Reflect on your past ● Honor your family <p>Ask a few students to share their responses.</p>	
	<p>Think-Pair-Share (Jamboard/Chart Paper)</p> <p>Explain to Students</p> <ul style="list-style-type: none"> ● You will have five minutes to think, discuss and list the ancestors of rock and roll. ● Time student creation of the list to no more than five minutes for silent reflection, five minutes for the creation of the list. ● Have students share their list. <p>Debriefing: teacher explains:</p> <ul style="list-style-type: none"> ● What is American Rock and Roll? ● Who are artists recognized and promoted by the mainstream? ● In this unit, we will highlight the contributions of American Indian/Native American artists. 	15 mins

C2: Critical Concepts

From Link Wray to A Tribe Called Red

Description: The critical concepts in this lesson focus on the contributions Native Americans and Indigenous.

STEP	DESCRIPTION	TIME
Step 1	<p>Slide 6</p> <p>Fist to Five</p> <p>American Indian Music has been recorded for hundreds of years, but very few people are familiar with musicians, songs and the musical influence that Native Americans have had on rock n’ roll or contemporary music.</p> <p>Using a fist to five, we are going to test how much you know about native American musicians, artists, poets, songwriters?</p> <ul style="list-style-type: none"> ● Fist: I can teach you a thing or two. ● Three: I know a little (I can name a few musicians, etc.) ● Five: I have no idea and need to learn a lot 	5 mins.
Step 2	<p>Slide 7</p> <p>Native American Music</p> <p>In an attempt to supplant sacred teachings and ceremony with forced assimilation and colonial control, traditional song and dance were</p>	1 min

	<p>outlawed in 1890.</p> <p>In 1908, the Smithsonian Society recorded the first recording of Native American healing songs from Chippewa, Sioux, Yuma, Papago, Northern Ute, Makah, and Menominee tribes.</p> <p>Many of these songs were never recorded again.</p>	
<p>Step 3</p>	<p>Slide 8</p> <p>Rock and Roll: Intersections Black and Native American Music</p> <ul style="list-style-type: none"> ● Rock and Roll is the culmination of generations of Black and Indigenous sound and culture. In the south, freedom seeking enslaved people found sanctuary among Native Americans. It is here that the “Delta Blues” was born, combining the music of African freed people with the rhythm and melodies of Native American music. ● Regional experiences, youth mindset and church were also factors in the development of rock and roll. ● Through generations of Black and Native American musical expression <i>came</i> the birth of jazz, blues, and rock and roll. ● More oppression led to more anger, which some would say led to louder & faster music. 	<p>1 min</p>
<p>Step 4</p>	<p>Slide 9</p> <p>Charley Patton (Cherokee/Choctaw)</p> <ul style="list-style-type: none"> ● Fist to Five: What do you know about Charley Patton? <p>Explain the following to students:</p> <ul style="list-style-type: none"> ● born in the Mississippi Delta and known as the “Father of the Delta Blues”, Born of Black and Cherokee/Choctaw descent. ● He is considered to be “One of the most important American musicians of the twentieth century.” (Palmer) ● Patton had a unique sound, sometimes almost indistinguishable from Cherokee/Choctaw traditional music. ● What do you think? Let’s listen to some Delta Blues https://www.youtube.com/watch?v=EylquE0izAg 	<p>4 mins</p>
<p>Step 5</p>	<p>Slide 10</p> <p>Link Wray (Shawnee/Cherokee)</p> <ul style="list-style-type: none"> ● Fist to Five: What do you know about Link Wray? <p>Explain to the following to students:</p> <ul style="list-style-type: none"> ● Shawnee/Cherokee American born and raised in North Carolina. ● Spent his youth poor and kept his Native identity a secret under the threat of the KKK. ● The Wray family grew up very poor in a religious, military family. Link and his siblings often fended for themselves. ● His mother, a street preacher, instilled a love of sing-song and music, and Wray began learning the guitar from a local blues 	<p>2 mina</p>

	<p>musician named Hambone.</p> <ul style="list-style-type: none"> ● Wray’s rough childhood living influenced and inspired his musical direction which led to the creation of Rumble, one of the most important songs to Rock and Roll History. 	
	<p>Slide 11 Rumble</p> <ul style="list-style-type: none"> ● We are going to spend some time on this unrecognized musician, Link Wray and his influences on rock n roll. ● The first use of the <u>power cord</u> rocked the world of “rock and roll” ● The film <i>Rumble</i> told his story and the story of many American Indian artists. ● “Rumble” is the only instrumental song in the world to be banned from the radio. Why do you think this might be the case? 	<p>5 mins</p>
<p>Step 6</p>	<p>Slide 12 Rumble’s Influence</p> <ul style="list-style-type: none"> ● “Rumble” was the first song to utilize & popularize the “Power Chord” and guitar distortion ● Wray’s playing has inspired some of the greatest Rock guitarists of all time including Jimmy Page, Iggy Pop, Slash, and Dave Grohl. ● Rumble has been featured in various films, video games, and TV productions such as <i>Spongebob Squarepants</i>, <i>The Sopranos</i>, <i>Starcraft II</i>, <i>Independence Day</i>, and Quentin Tarantino's <i>Pulp Fiction</i>, who also happens to be part-Native American. ● Rumble is sampled by the experimental Hip Hop group <i>Death Grips</i> in their song, <i>Spread Eagle Cross the Block</i>, further expanding the influence of Native American artistry into the Rap & Hip Hop Genre into the 21st century 	<p>1 min</p>
<p>Step 7</p>	<p>Slide 13 Contemporary American Indian Music</p> <ul style="list-style-type: none"> ● Contributions to “American Music” did not end with Charley Patton & Link Wray. ● I will share a few examples with you, before you embark on the journey of personal/collective knowledge collection. ● Here are few to share <ul style="list-style-type: none"> ● Buffy Saint Marie https://www.youtube.com/watch?v=VGWsGyNsw00 ● John Trudell (Alcatraz) https://www.youtube.com/watch?v=0iCDhDGPKao ● A Tribe Called Red-Played 2015 Coachella Festival. They blend traditional native music with electronic sounds. When playing at the festival they banned all headdresses and refused admission to anyone who wore one. https://www.youtube.com/watch?v=cj3U0z64_m4 	<p>15 minutes</p>

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Research into Other Native American Artists

STEP	DESCRIPTION	TIME
Step 1	<p>Grouping Students Place students in teams of 2-4 students and assign the following 10 Native American artists. One artist per team.</p> <ul style="list-style-type: none"> ● Rita Coolidge ● Redbone ● Robbie Robertson ● Buffy Saint Marie ● John Trudell ● Lyla June ● Mic Jordan ● OPLIAM ● Reye Zaragoza ● A Tribe Called Red 	5 minutes
Step 2	<p>Slide 14 Community Collaboration/Cultural Production Distribute the graphic organizer and ask students to first complete it.</p> <p>Ask students to reproduce graphic organizers on chart paper, report out and check for completeness. Teacher assistance may be necessary to complete the graphic organizer.</p>	1 ½ hours
Step 3	<p>Biography</p> <ul style="list-style-type: none"> ● Ask students to construct a one page biography using page 1 of the worksheet. ● The teacher should review and correct the student draft. ● Students should rewrite and place the completed bio on poster board/card stock. 	1 hour
	<p>Song Analysis</p> <ul style="list-style-type: none"> ● Assign the song provided in the materials section of this lesson or ask students to select a song by the artist they have studied. ● Have students complete the <i>song analysis section</i> of the handout on pages 2-5. ● Teachers should check student work for clarity and completeness. 	1 ½ hours

	Presentation <ul style="list-style-type: none"> ● Have students prepare a 10-15 minute presentation on their artist, including the song selected and analysis ● Present and post artist photo/bio on wall for Gallery Walk. 	3 - 4 hours
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C4: Conclusive Dialogue/Critical Circular Exchange

Step 1	Slide 15 Gallery Walk & Notes <ul style="list-style-type: none"> ● Distribute Note Page for Gallery Walk to students. ● Have students complete a Gallery Walk 	30 mins
Step 2	Conclusive Circle (Mixed Groups) <ul style="list-style-type: none"> ● Take notes during the presentation and as you study the work posted. ● What did you learn about Native American Artists and their Music?? ● What would you like to learn more about ● Write a short “thank you” card to one of the artists you learned about. Make sure to include the contribution they made to your newly attained knowledge or to the world. <p>Explain to the students that only two genres of music were shared during this unit. We did not look at Native American influence on jazz, country music, rhythm and blues, etc.</p>	20 mins

Lesson Plan Contributors: Marty Meeden, Robert Levi, Micah Forteza, Rene Arana, and Theresa Montaño