

# Welcome!

## **“Connecting the Dots”**

Thank you for purchasing “From Ragtime to Rock.” The video program and eBook in this package are filled with teaching tools that offer a substantive introduction to American Popular Music as it evolved from the time of the Civil War (1865) through the era of the British Invasion (1965). The primary goal of the program is to offer music students of all ages and interest levels some “big picture” understanding and to do so in a fun, user-friendly way that allows them to “connect the dots” between the sounds of the past and the music they enjoy today.

Educators in a wide variety of musical disciplines and grade levels will find ‘From Ragtime to Rock’ a useful tool in supplementing their existing curricula. These disciplines include:

- General Music
- Jazz/Music History
- Jazz Ensemble
- Marching Band
- Concert Band
- Choir/Vocal Instruction
- Music Appreciation
- Private Music Instruction

The “From Ragtime to Rock” video program presented on Disc One is approximately 90 minutes in length. It is PACKED with information and moves at a fairly rapid pace, so you may wish to present one unit at a time or focus primarily on those segments that address your particular teaching discipline. Please note that the live performances in the main presentation include commentary and some have been shortened to allow for more discussion time with your students. If you wish to watch these performances in their entirety (and without commentary), they are all included as an extra feature that is accessible from the main menu.

Please take a minute to review the teacher guides and activity sheets included on Disc Two—these are PDF files that can be accessed from your computer. These sheets are designed to provide activities, topics for further discussion, and additional resources for study. They will reinforce the learning process and help you “continue the conversation” with your students.

# Overview

## Getting the Most from the Teacher Guide

To reinforce the information presented in the “From Ragtime to Rock” video, this eBook offers a variety of additional resources, including: **Discussion Topics, Suggested Activities, Key Terms, and Recommendations For Further Study.**

### Each of the 15 Units Contains the Following:

1. **A Teacher Guide (two pages)**—Includes discussion topics, questions and sample answers, key terms, and a list of important figures for further study.
2. **An Optional Student Guide**—Includes a learning goal and the same set of questions and key terms as the Teacher Guide.
3. **A Student Activity Sheet**—For younger or less-advanced students. Includes multiple choice quizzes, word searches, crossword puzzles, and word scrambles. A separate Master Answer Guide is also provided.

**Bookmarks**—You can view a complete index of all 15 units in the “Bookmark” tab of this document. This set-up allows you to easily navigate to the unit of your choice.

**Modifications**—Feel free to modify or alter any of the suggested questions and activities as they pertain to your particular area of study or curriculum requirements.

**Access**—If you have a problem accessing any of the above documents, they can be downloaded at [www.DanielGlass.com](http://www.DanielGlass.com). Please click the “From Ragtime to Rock” link under the “For Music Educators” tab.

Special thanks to Kelli Rae Tubbs for her expert assistance with the layout and design of this eBook. If you have any feedback, questions, or requests for items to be included in future editions, we invite you to contact Daniel personally at [www.DanielGlass.com](http://www.DanielGlass.com).

# *A Few Words from the Author*

## **"Painting a Bigger Picture"**

**Dear Educator,**

We are all in a continual dialogue with our students around the topic of music. Whatever your particular teaching scenario, it is my sincere hope that "From Ragtime to Rock" can serve as a useful tool in making that conversation more meaningful.

In the introduction to this DVD, I point out that much of the included material looks and sounds quite different from the music that students listen to today. Many styles that were once considered "popular music" are no longer widely performed and students may not have a chance to hear them outside of a classroom or other educational setting.

As educators, then, it is incumbent upon us to paint a bigger picture. If our ultimate goal is to inspire students about the richness of American music, then merely asking them to play notes on a page or memorize a litany of facts and dates is not enough. After more than 20 years as a professional performer, author, and educator, one lesson that continues to resonate with me is that "context is everything." If I can offer my students the "why" behind the "what," then it's possible to establish some common ground on which to present "old-fashioned" music in a brand new light.

The discussion topics and suggested activities listed in the enclosed teacher guides are designed to help you provide that context. When making your case, consider employing a broad range of tools: comparisons with modern music styles, analogies, anecdotes, charts, graphs, photos, MP3s, and videos. Today, these tools are easier than ever to access; it's imperative that we vigorously employ them in our teaching efforts.

And remember, if we share information with the same enthusiasm we would use to describe a terrific movie we've just seen, a new restaurant we've just discovered, or a cool band we just saw in concert, so much the better. Enthusiasm will sell your agenda better than anything else.

I know educators have many options when selecting the materials they use in the classroom. Thank you for choosing "From Ragtime to Rock"!

Sincerely,

A handwritten signature in black ink that reads "Daniel Glass". The signature is written in a cursive style with a crown-like flourish above the letter 'i' in "Daniel".

Daniel Glass

# Core Standards

## Fulfillment of Core Standards

When used together, the video and classroom activities align with many educational standards, as follows:

### **National Core Arts Standards (NCAS)**

- Anchor Standard #10—Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11—Relate artistic ideas and words with societal, cultural, and historical context to deepen understanding.

### **National Association for Music Education (NAfME)**

- Standard #9—Understanding music in relation to history and culture.

### **Common Core State Standards Anchor Standards (CCSS)**

#### *Reading: Integration of Knowledge and Ideas*

- CCSS.ELA–Literacy.CCRA.R.7—Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### *Writing: Research to Build and Present Knowledge*

- CCSS.ELA–Literacy.CCRA.W.7—Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (If the educator assigns further study.)
- CCSS.ELA–Literacy.CCRA.W.8—Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (If the educator assigns further study.)
- CCSS.ELA–Literacy.CCRA.W.9—Draw evidence from literary or information texts to support analysis, reflection, and research.

#### *Speaking and Listening: Comprehension and Collaboration*

- CCSS.ELA–Literacy.CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA–Literacy.CCRA.SL.2—Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA–Literacy.CCRA.SL.3—Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.