

# TEACHER'S GUIDE

## Comprehending Informational Texts

Historical Biographies of NC Music Greats

## John Coltrane & the "5" Royales



A **Middle School** Unit Integrating  
Language Arts and Social Studies

This unit can stand-alone or can accompany the school show

# CAROLINA LIVE!

OUR MUSICAL HISTORY

Created by Carolina Music Ways & the  
Winston-Salem/Forsyth County Schools



*The show is supported by the Wells Fargo Foundation, The Arts Council of Winston-Salem and Forsyth County, and the Winston-Salem/Forsyth County Schools.*

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Dear Middle School Teachers,

Carolina Music Ways, a nonprofit organization based in Winston-Salem, is pleased to offer you this middle school unit. The unit accompanies *Carolina Live!—Our Musical History*, a tribute to music greats from our state. This unit is best used after the show, but before will also work. The unit works well during **Black History Month**, but can be used anytime.

Lessons 1–3 focus on jazz legend **John Coltrane** from High Point. Lessons 4 and 5 focus on R&B pioneers the “**5**” **Royales** from Winton-Salem. In 2015, this groundbreaking group was inducted into the Rock & Roll Hall of Fame.

This rigorous unit can be used by Social Studies and/or Language Arts teachers. It encourages critical thinking and is aligned with NC standards. (See the next page.) Reading selections are followed by vocabulary, comprehension, and writing activities. Students also work with a historical timeline.

Lessons fit into a class period. This may vary depending on your students’ ability levels, how much of the lesson you use, and your pacing. Please feel free to adapt lessons to meet your needs.

Sincerely,

*Elizabeth Carlson*

Elizabeth Carlson, Ed.M.

Education Director

Carolina Music Ways

carolinamusicways@gmail.com

*Materials in this unit were researched and written by Elizabeth Carlson, Ed.M. for Carolina Music Ways. Mrs. Carlson has taught in elementary classrooms and reading clinics in Massachusetts and California, as well as in the Title I Program in the Winston-Salem/ Forsyth County Schools. Student intern Catherine Dallas wrote the jazz overview and the vocabulary lists and assisted Mrs. Carlson with research and writing that appears throughout the unit.*

*Patty Grant, retired Social Studies Program Manager for the Winston-Salem/Forsyth County Schools, consulted on and edited this unit. She also compiled the Literacy Skills Matrix. She aligned the unit to the NC Standard Course Study and designed it to be most useful in the classroom.*

*Also consulting on this project were Brad Oliver, Director of Arts Education for the Winston-Salem/Forsyth County Schools; Valeria Singletary, 4<sup>th</sup> grade teacher at Easton Elementary School in Winston-Salem; and Dr. Fred Tanner, retired Dean of Arts and Sciences at Winston-Salem State University and brother of the late John Tanner, Sr. of the “5” Royales. Thanks also goes to J. Taylor Doggett, John Tanner, Jr., and John Tanner, III for reviewing information on the “5” Royales, to student intern Hayes Brenner for researching and writing the R&B overview, and to Dr. Eric Carlson, Matt Kendrick, Ed Gambill, and intern Shannon Stokes for providing invaluable technical assistance.*

**NC STANDARDS**

This unit aligns with the NC Standard Course of Study in these areas:

**SOCIAL STUDIES**

**GRADE 8:**

8.C.1 Understand how different cultures influenced North Carolina and the United States.

**LANGUAGE ARTS**

**GRADES 6 – 8:**

**Reading Standards for Informational Texts:**

Key Ideas and Details: #1

Craft and Structure: #4

**Anchor Standards for Writing:**

Text Types and Purposes: #1

Production and Distribution of Writing: #4

**Speaking and Listening Standards:**

Comprehension and Collaboration: #1

**Getting Ready: Technology**

**I. Power Point:** It's important to show students the power point on John Coltrane at the beginning of lesson 1 and the power point on the "5" Royales at the beginning of lesson 4. You may want to practice accessing these power points in advance.

Power points are included in the "Curriculum" section of [www.carolinamusicways.org](http://www.carolinamusicways.org).

**II.** For the **John Coltrane** section, [JohnColtrane.com](http://JohnColtrane.com) is a useful resource. Lessons 1 - 3 in this unit begin with students listening to a John Coltrane tune. In lesson 1, they'll listen to "**A Love Supreme**;" in lesson 2, "**Giant Steps**" or another Coltrane song of your choice; and in lesson 3, "**My Favorite Things**." These songs are on **i-tunes** and **You-Tube**.

**III.** For the "**5**" **Royales** section (lessons 4 and 5), at the beginning of each lesson, students will listen to songs from the "5" Royales classics "**Think**" and "**Dedicated to the One I Love**." You can find these songs **online** on YOU-TUBE or on i-tunes. (These songs are also on the *Dedicated To You CD*, for sale online.)

**IV.** Lesson 4 in this unit focuses on the **1963 Children's Crusade in Birmingham Alabama**. You may want to show the students an online video of this event, such as this one: <https://www.biography.com/news/black-history-birmingham-childrens-crusade-1963-video> .

**V. Journalnow.com** also has an article on Lowman Pauling, lead guitarist of the "5" Royales, which includes photos. The article is "Music's Unsung Pioneer," dated December 4, 2011. It's at [http://www.journalnow.com/news/local/music-s-unsung-pioneer/article\\_760fb6eb-0c86-54f3-bc51-9147db6fe52f.html](http://www.journalnow.com/news/local/music-s-unsung-pioneer/article_760fb6eb-0c86-54f3-bc51-9147db6fe52f.html)

The text of the article is also provided in this unit.

## **Preparing Students for the Unit**

### **Purpose of this Activity:**

To motivate students and get them thinking in big-picture terms about the subject matter.

(**Please note:** Before you begin this unit, you may want to read the short jazz and the rhythm and blues OVERVIEWS on pages 83 and 84 for background information. Later in the unit, you may also want to give copies of these overviews to advanced students who wish to read more.)

**Procedure:** The following questions activate students' prior knowledge:

### **Connections Between Today's Music and Music of the Past:**

*"What styles of music do you like? Who are some of your favorite performers?"*

*"What are some ways today's American popular music is similar to American popular music of fifty years ago? What are some ways today's music is different from the music of the past?"*

*"Do you ever talk to your grandparents or great-grandparents about the music they liked when they were young? What did they like?"*

### **Music as Part of History:**

*"People don't always think of music as part of history, but it is. Music is part of North Carolina history and part of American history. Musicians sometimes create songs that express their thoughts and feelings about the time period in which they live."*

*"Can you give some examples of current events that your favorite musicians sing about? Are any musicians singing about war, about the economy, about the president, or about other current topics?"*

### **Fans as Part of History:**

*"In the future, it is likely that historians will study today's fan magazines and web pages to learn about the history of our time. These historians will learn what songs teenagers liked and the important topics in the songs."*

*"Do any of you read fan magazines or go to web sites about your favorite musicians? Please explain."*

*"What do you think future historians will discover when they study these magazines and web sites?"*

### **Musical Importance of North Carolina:**

*"North Carolina is especially rich musically."*

**Preparing Students for the Unit**  
**(continued)**

**Musical Importance of North Carolina (continued)**

*(If students have already seen the school assembly show, ask the following:)*  
*"What are some of the famous musicians from North Carolina that you learned about in the show?"*

*"Do you remember the name of the jazz musician? What about the rhythm and blues group?"*

**Lead-In to Unit:** *"During the next five lessons, we will learn about learn about famous musicians from North Carolina: jazz great, John Coltrane and the rhythm and blues group the "5" Royales. We'll start today with John Coltrane."*

**(Please note:** If students ask you why the "5" Royales used quotation marks in their name, tell them it's because the group usually had six members instead of five. The quotation marks served as the colloquial reference meaning something along the lines of, "I don't really mean what I'm saying."



Lesson 1 - John Coltrane: An Introduction

**Lesson Plan**

**Pre Reading:**

**I. Materials:** Each student should receive a copy of this reading selection, the corresponding vocabulary list (optional), and multiple-choice questions. (See "Student Handouts" section.) If you do not want to give each student a vocabulary list, project one on the board for the class.

**II. Listening Selection:**

Today's listening selection is the Coltrane classic "**A Love Supreme.**" You can find it on You-Tube or i-tunes. Spend a minute in the beginning of the lesson playing it for your students. You may also want to play it in the background while you show the power point.

**III. Power Point:** Show students the power point on John Coltrane. It is in the "Curriculum" section of [www.carolinamusicways.org](http://www.carolinamusicways.org).

**IV. KWL Guiding Questions:** During or after the power point, ask students questions such as these to activate their prior knowledge for the KWL:

*"What do you know about John Coltrane?"*

*(if applicable): "What do you remember about him and his music from the show?"*

*"Have you ever listened to jazz music? Where? What did you think about it?"*

*"Do you know someone who likes to listen to or play jazz music?"*

*"Where is High Point? Have you ever been there?"*

Have students fill in the "K" and the "W" sections of the KWL before continuing.

**V. Vocabulary Preparation (applicable for all lessons):** Review the vocabulary words for this lesson. Templates and examples of the **Frayer graphic organizer** are provided on the following pages for your convenience. (See "Student Handouts" section for templates.) You may or may not want to use the Frayer model.

Most vocabulary words can be taught informally by conversation, but important **historical terms and events** can be studied in more depth with the graphic organizer.

When going over vocabulary words with students, it's best to discuss the words **in the context** that will be relevant to the reading selection.

The vocabulary words are *italicized* in the reading selections.

Lesson 1 - John Coltrane: An Introduction  
**Lesson Plan (continued)**

**Reading:**

VI. It's up to you whether your students read silently, in pairs, etc.

**After Reading:**

VII. **Multiple Choice Questions:** Have students answer the multiple-choice questions. Correct them as you like.

VIII. **Completing KWL:** After reading and answering the multiple-choice questions, you can return to the KWL and complete the "Learned" section.

IX. **Bibliography:** Tell students: *“The authors who wrote the reading selection you just read did careful research. They used a many sources, including books, magazines, and web sites. They listed these sources in the **bibliography** on page 86.*

*In the reading selections, information in parentheses follows quotations. It will tell you the book which the quotation was from and the author of the book.”  
selections, this information is only given for quotes.”*

X. Proceed to the **timeline activity** described on page 20.

**XI. Discussion /Writing Activity**

**Overview:** This activity promotes critical thinking skills. Encourage your students to think deeply, creatively, and “out of the box.” There are no right or wrong answers. Students are giving their opinions. **This activity will be rigorous and challenging for most students.**

**Procedure:**

**Discussion:**

The topic should first be discussed as a class. Write down and project students' ideas on the board. You can organize them in a graphic organizer of your choice.

**Writing:** Assign students to write a 4–5 paragraph answer to the prompt below, beginning with an introduction and ending with a conclusion. This can be done individually, as a whole class, in small groups, with groups each assigned one of the paragraphs. If done individually, this may need to be completed as homework, as there may not be enough time in class.

**Prompt:** (Opinion/Argument Writing)

**It is important to include famous American musicians in the study of American history because...**

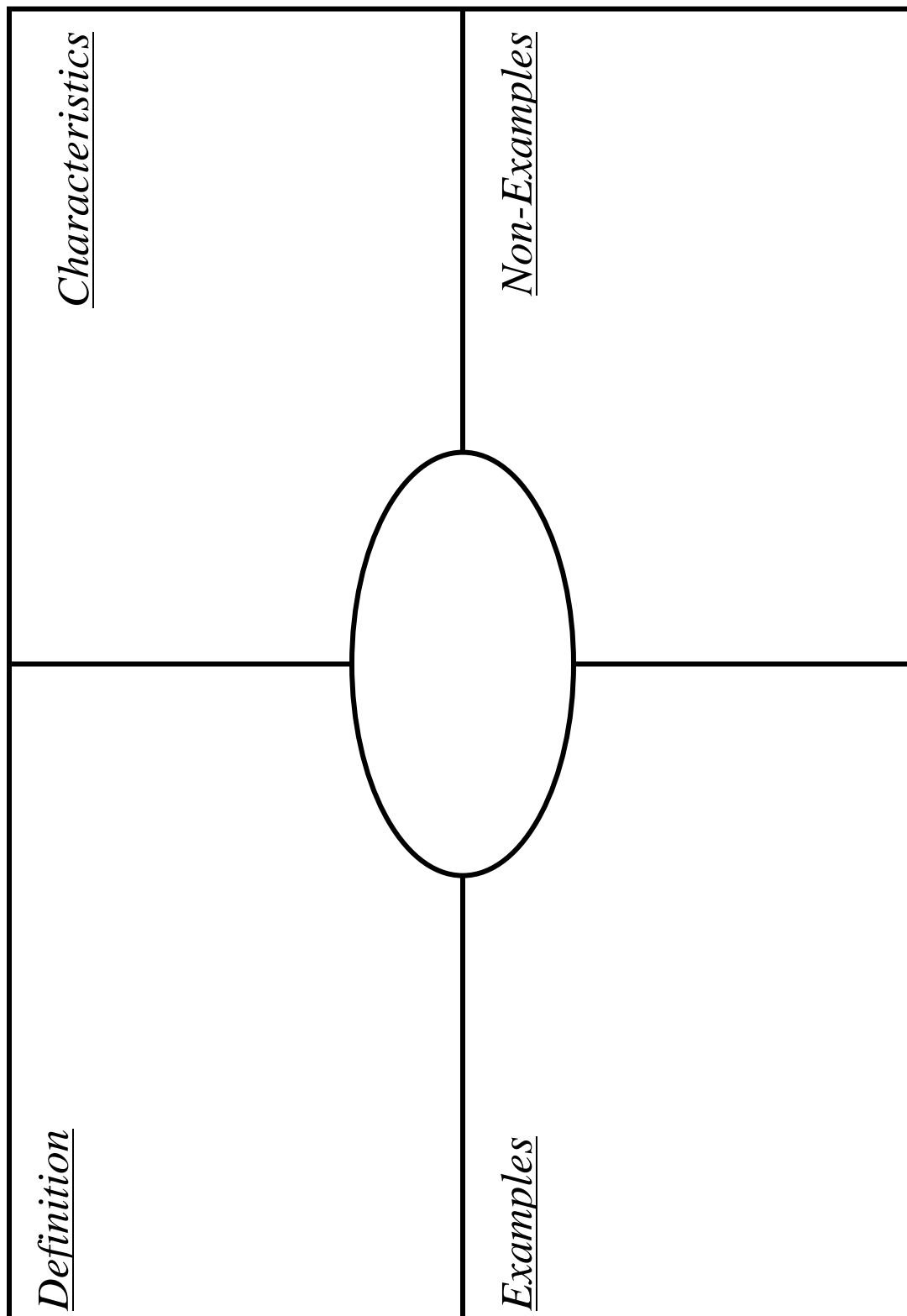
Lesson 1 - John Coltrane: An Introduction  
**Lesson Plan (continued)**

**Discussion/Writing Activity (continued):**

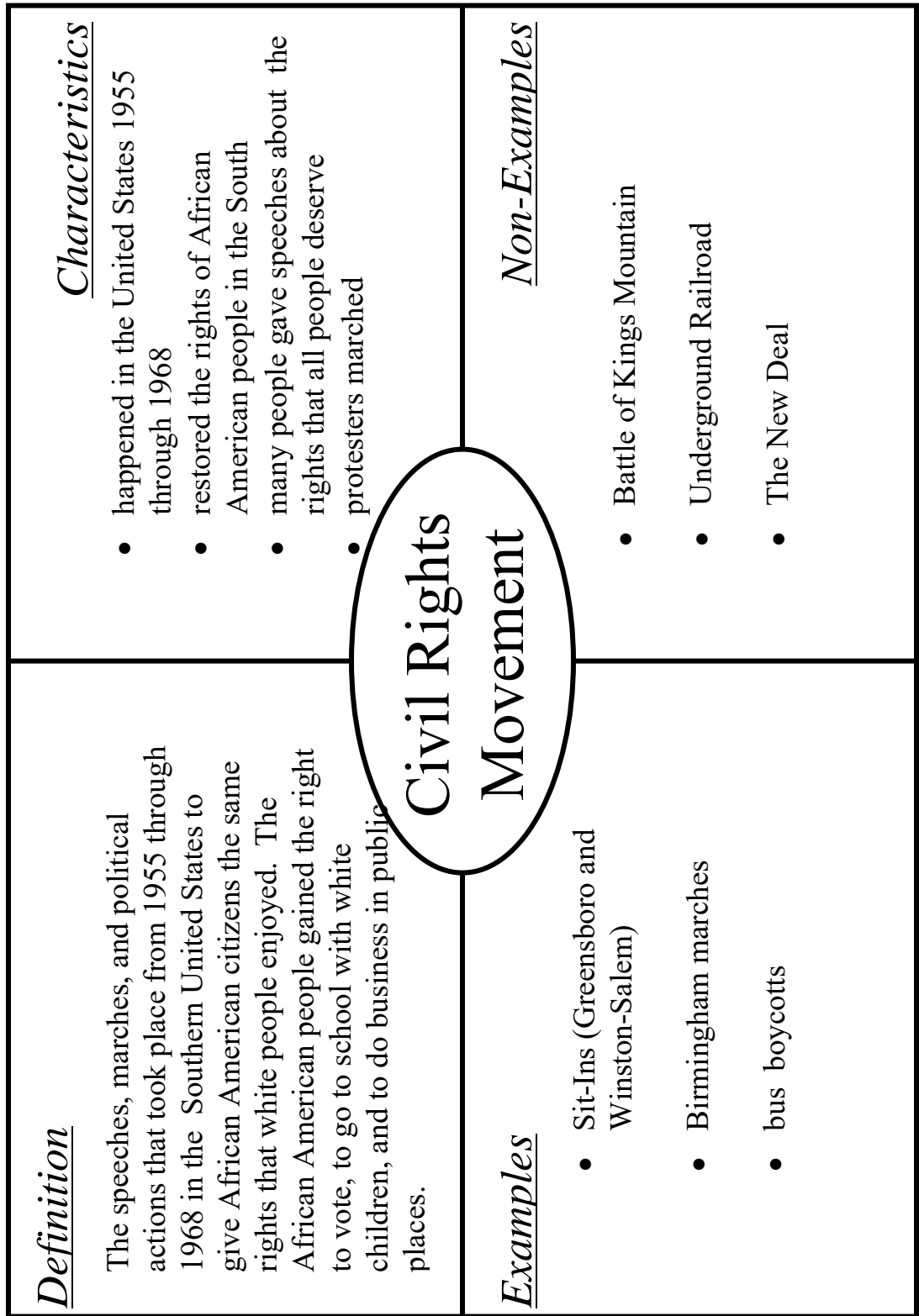
Some possible ideas to stimulate discussion are listed below. (You and your students may want to focus on one of these ideas and develop it fully, or you may want to include many of these ideas and not delve as deeply.)

- Including influential American musicians in the study of American history can make history more interesting.
- Looking at history from the view of an individual's life can make history seem more personal and can make history "come alive."
- Musicians are an important part of American history. To ignore them and other artists does not give a full picture of American history. The music musicians create reflects the times in which they live. It also impacts the times in which they live.
- The music industry impacts the US economy.
- American music is exported around the world, and the music influences how people around the world see the US.
- Traditional American history typically focuses on the presidents and military leaders, the majority of whom are white males. Including the arts in the study of American history allows students to study a greater variety of people.
- Musicians and other artists are highly creative. Since creativity and innovation are important skills for the 21<sup>st</sup> century, studying influential creative Americans encourages students to develop these skills.

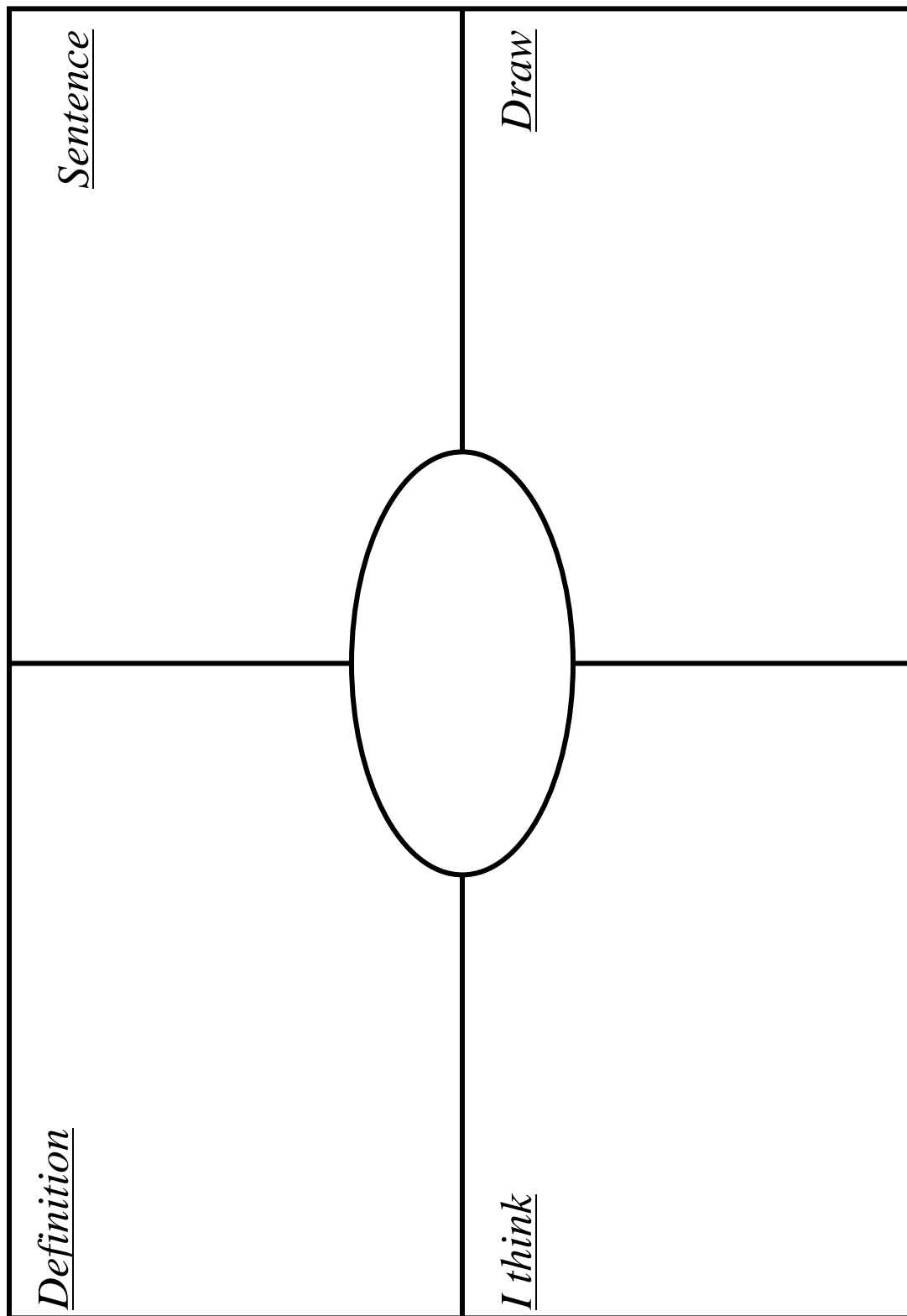
# Frayer Diagram 1



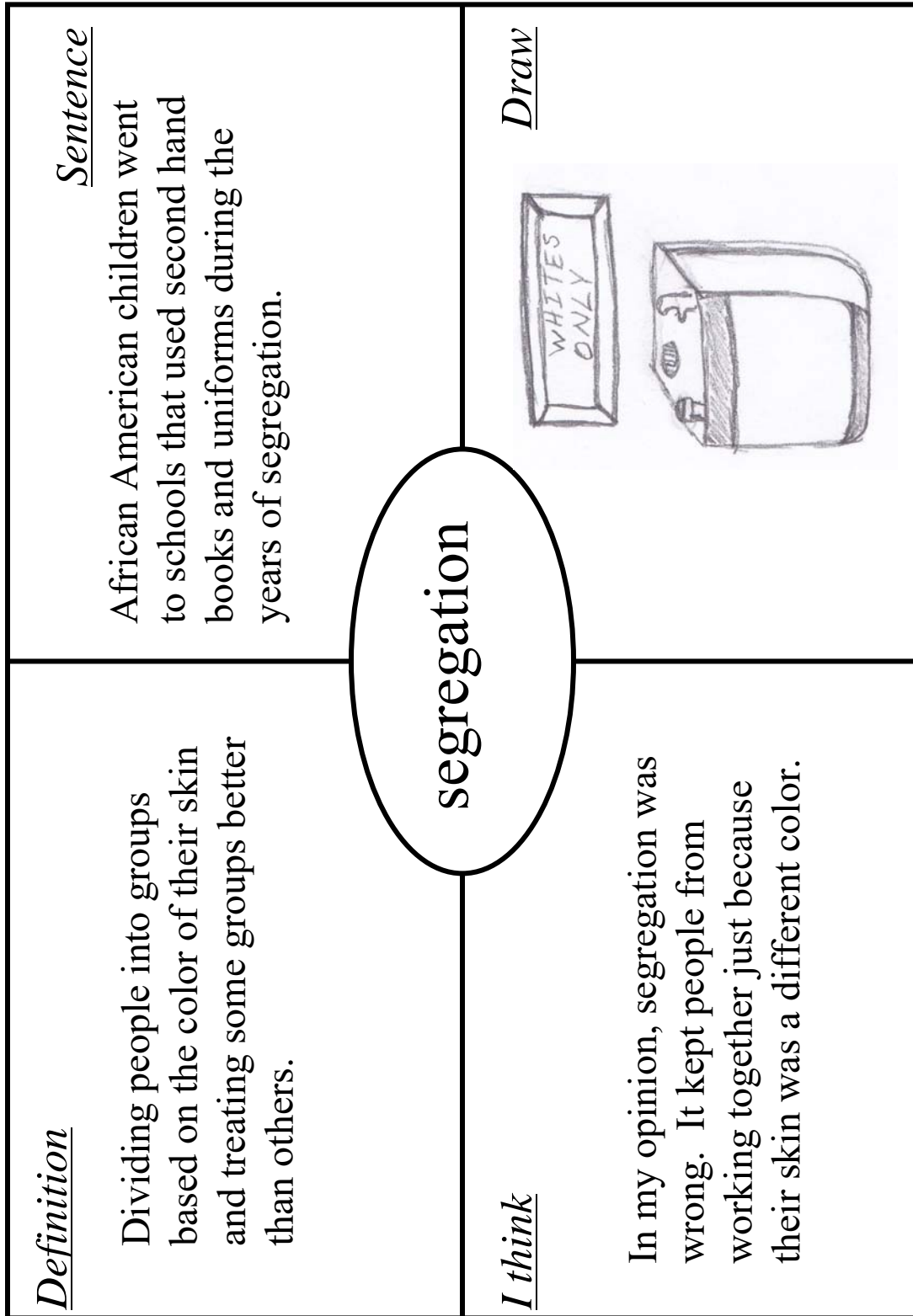
Frayer Diagram 1 (Example)



Frayer Diagram 2



## Frayer Diagram 2 (Example)



Lesson 1 - John Coltrane: An Introduction

**Vocabulary List -Teacher's Copy**

*segregation (noun)* the practice of keeping people apart because of their race or culture.

*Great Depression:* (noun) a period in the United States lasting from 1929 to 1941 when many people lost their jobs and had little money. The Great Depression was caused by the stock market crash in October 1929.

*World War II:* (noun) a war that began in 1939. In this war, the Allied Powers—Britain, France, and the Soviet Union—fought against Germany, Italy, and Japan. The United States joined the Allied Powers after December 7, 1941. On that day, Japan bombed American ships at Pearl Harbor, Hawaii.

*Civil Rights Movement:* (noun) rights given to all citizens by the Constitution. (The African American Civil Rights Movement (1955–1968) refers to the political movement in the United States aimed at outlawing racial discrimination against African Americans and restoring the right to vote (suffrage) in the Southern states).

*jazz:* (noun) a form of music with strong, complex rhythms that started with African Americans in the late 1800s. Jazz musicians often add notes or make up parts as they play.

*saxophone:* (noun) a type of musical instrument that is in the woodwind family. A saxophone has a single reed, finger keys, and is typically gold colored. (During his lifetime, Coltrane played the tenor, alto, and soprano saxophone.)

*quartet:* (noun) a musical group consisting of four people either singing or playing musical instruments.

*spiritual:* (adjective) of a religious nature.

*inspire:* (verb) to make people excited about something.



Lesson 1 - John Coltrane: An Introduction

**Reading Selection- Teacher's Copy**

North Carolina is the birthplace of some of the greatest musicians in American history. One such North Carolina musician, *jazzman* John Coltrane (1926–1967), was known and loved around the world. He died over forty years ago, but his music is still heard in movies, on TV, and on the radio. There is a U.S. postal service stamp with his picture on it, and there's even a church in California named after him.

John Coltrane lived during a period of change in America. He grew up in the 1930s in High Point, North Carolina, where he lived under *segregation* during the *Great Depression*. He served in *World War II* in the mid 1940s. He became a famous musician during the *Civil Rights Movement* of the 1950s and 1960s.

Coltrane is famous for playing the *saxophone*. He started playing it in high school. After graduation, he moved to the North, and playing the saxophone became Coltrane's career. From the mid-1940s through the 1950s, he played with big bands and small ones, performing in night clubs, ballrooms, and concert halls around the country, including in Winston-Salem in 1949, '50 and '52. When he was not on stage, he practiced. Coltrane was rarely without his instrument.

After playing the saxophone in a variety of bands that were led by some of the biggest names in jazz, Coltrane formed his own jazz *quartet* in 1960. Coltrane and his quartet liked to experiment with all kinds of musical sounds. Some were soft, slow, and beautiful, while others were loud, fast, and shocking. His group recorded many popular records, including "My Favorite Things" (1960) and "A Love Supreme" (1964).

Coltrane liked to learn about music that sounded new and different. He studied music from around the world, especially India, and also from other countries. All the different kinds of sounds he heard influenced him when he wrote his own music.

- 6 Coltrane believed his music expressed what was in his mind and heart. Gentle, thoughtful, and religious, Coltrane tried to be the best person he could be. He once said, "My music is the *spiritual* expression of what I am—my faith, my knowledge, my being" (Porter, p. 232).

Coltrane cared about other people and wanted to help them through his music. He once wrote: "I want to uplift people...to *inspire* them to...live meaningful lives" (Anderson web site). He once told an interviewer, "I feel I want to be a force for good" (Porter, p. 292). It is not surprising that Coltrane was well liked by those who knew him.

In these lessons, you will learn more about John Coltrane. You will learn about his life growing up in High Point. You will also learn about one of his most famous songs. These lessons will help you better understand an inspiring and influential American and North Carolinian—jazz great John Coltrane.

*Teacher's Guide Middle School Unit: John Coltrane/"5" Royales*  
Lesson 1 - John Coltrane: An Introduction  
**Multiple Choice Questions- Teacher's Answer Key**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 1 What is the main idea of this selection?
  - A **North Carolinian John Coltrane is a great American jazz musician.**
  - B John Coltrane grew up under segregation in High Point.
  - C John Coltrane lived during a period of change in America.
  - D John Coltrane influenced the history of blues music in the United States.
  
- 2 According to the selection, Coltrane grew up in High Point under segregation. What can you assume was true for Coltrane as a boy?
  - A He went to school with whites.
  - B He lived in the same neighborhood as white people.
  - C **He sat separately from white people in public places.**
  - D He could only play music in church.
  
- 3 What is the *most likely* reason the author includes the information that Coltrane grew up under segregation during the Great Depression?
  - A **to show that events in American history effected young Coltrane**
  - B to show the reader that segregation did not bother Coltrane
  - C to explain what Coltrane's family life was like during the Great Depression
  - D to explain why young Coltrane learned to play the saxophone
  
- 4 What did John Coltrane do to become a great musician?
  - A **He practiced all the time.**
  - B He played in festivals all over the country.
  - C He grew up in segregated North Carolina.
  - D He volunteered to help people.
  
- 5 What evidence in this selection suggests that Coltrane was influenced by many different styles of music?
  - A His music was fast and loud.
  - B **He studied music from India.**
  - C His music was soft and beautiful.
  - D He expressed what was in his heart.
  
- 6 According to the second to last paragraph, what was the *most likely* reason people liked John Coltrane?
  - A He was smart.
  - B He was talented.
  - C **He was helpful.**
  - D He was famous.
  
- 7 In paragraph 6, what does the information in parentheses indicate?
  - A Someone named Porter loves the spiritual side of John Coltrane.
  - B The quote before it was made up by someone who likes music history.
  - C **The quote before it is on page 232 in a book written by Porter.**
  - D Someone named Porter admires John Coltrane's music on page 232.

Lesson 1 - John Coltrane: An Introduction

**Multiple Choice Questions- Teacher's Answer Key**

**Optional Questions:**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 8 What is the author's purpose in writing this passage?
- A **to give the reader an overview of John Coltrane's life and career**
  - B to give the reader a low opinion of John Coltrane
  - C to describe John Coltrane's childhood in High Point, North Carolina
  - D to tell the reader everything about John Coltrane
- 9 According to this selection, which of the following is true?
- A North Carolina has excellent jazz education programs.
  - B Few jazz musicians come from North Carolina.
  - C **Some of America's greatest musicians come from North Carolina.**
  - D North Carolina does not honor musicians with postal stamps.
- 10 Which of the following statements is correct?
- A The Great Depression began in the mid 1940s.
  - B John Coltrane served in World War II in the 1950s.
  - C **The Civil Rights Movement happened during the 1950s and '60s.**
  - D John Coltrane grew up in High Point, North Carolina, in the 1950s.
- 11 What words best describes Coltrane's music?
- A soft, slow, and beautiful
  - B loud, fast, and shocking
  - C **a large variety of sounds**
  - D would lull babies to sleep
- 12 When the selection states in paragraph 6 that "music expressed what was in his mind and heart," what does the reader learn about Coltrane?
- A that his music released his anger and hate
  - B **that his music expressed his thoughts and feelings**
  - C that Coltrane's music was romantic
  - D that Coltrane's music had nothing to do with his feelings

**Timeline Activity Introduction**

**Overview:** Students will analyze a timeline depicting 60 years of chronological events related to John Coltrane and the "5" Royales and their connection to selected events in American history. Most, but not all, of the events are found in the students' reading selections. This timeline activity is designed for students to work on for about 10 minutes in each lesson. If time necessitates, you can combine timeline lessons. On the following pages is a completed timeline key for you, as well as the templates for students found in the "Student Handouts" section.

**Materials for Each Student:**

- 1) two student timeline pages to be assembled vertically (**You can tape the pages together yourself before class and have the timelines ready for each student. Or you can have each student tape the pages together themselves during class time.**) Refer to the "Student Handouts" in the back for student timeline template.
- 2) scotch tape

**Procedure:**

- 1) At the end of each lesson, teachers should project on the board the timeline events for that lesson. These are included for each lesson in these "Teacher Materials."
- 2) Ask students to refer to their timelines and write the event(s) in the correct location on the timeline. They should write these events in the "John Coltrane" and the "'5' Royales" columns only, never the "US History" column. (Please note that many of the events in the "US History" column are not in the readings.)

**Tell student they will need to write clearly and in small print**, so everything will fit as they fill in their timeline in progressive lessons.

- 3) Ask the students to relate the events in the musicians' lives with events happening in the "US History" column around that time period. This is a good opportunity for class discussion involving critical thinking skills.
- 4) Optional: Ask students to look at the reading selection for that lesson and try to find where the selection refers to the specific event(s) they've just filled in on their timelines. (Not of the events that students fill into their timelines for a given lesson will be in that lesson's reading selection.)

**Activating Prior Knowledge:** Since this is the first timeline lesson in this unit, questions such as these can activate students' prior knowledge:

*"What is the purpose of a timeline?"*

*"How does a timeline help you understand history?"*

*"Why is it helpful to know approximate dates for events in history?"*

Lesson 1 - John Coltrane: An Introduction

**Timeline Activity (continued)**

(to project on board)

Students should write down this event in their timelines in the proper place in the "John Coltrane " column:

- 1926- Coltrane born in Hamlet, NC; moves to High Point; NC

# Timeline

Teacher's Guide Middle School Unit: John Coltrane/"5" Royales

## John Coltrane (Jazz) / "5" Royales (R&B)

(Teacher's Answer Key)

### John Coltrane

### U.S. History Events

### "5" Royales

1926: Coltrane born in Hamlet, NC; moves to High Point, NC

1926: John Tanner and Lowman Pauling born in Winston-Salem, NC

1929: Great Depression begins; Martin Luther King, Jr. born

1932: Franklin D. Roosevelt elected president

1932: Tanner and Pauling grow up in musical families; Tanner attends segregated Kimberly Park School

1932: Enters first grade at segregated Leonard St. Elementary School

1936: Creates "Negro History" report (on display at High Point Museum)

1938: U.S. economy begins to recover

1938: Royal Sons Quintet (gospel) forms in Winston-Salem

1938: Several relatives die in months

1941: U.S. enters World War II

1940: 2nd year of community band; plays saxophone in high school band

1943: Moves to Philadelphia, PA

1943: Tanner joins U.S. Army

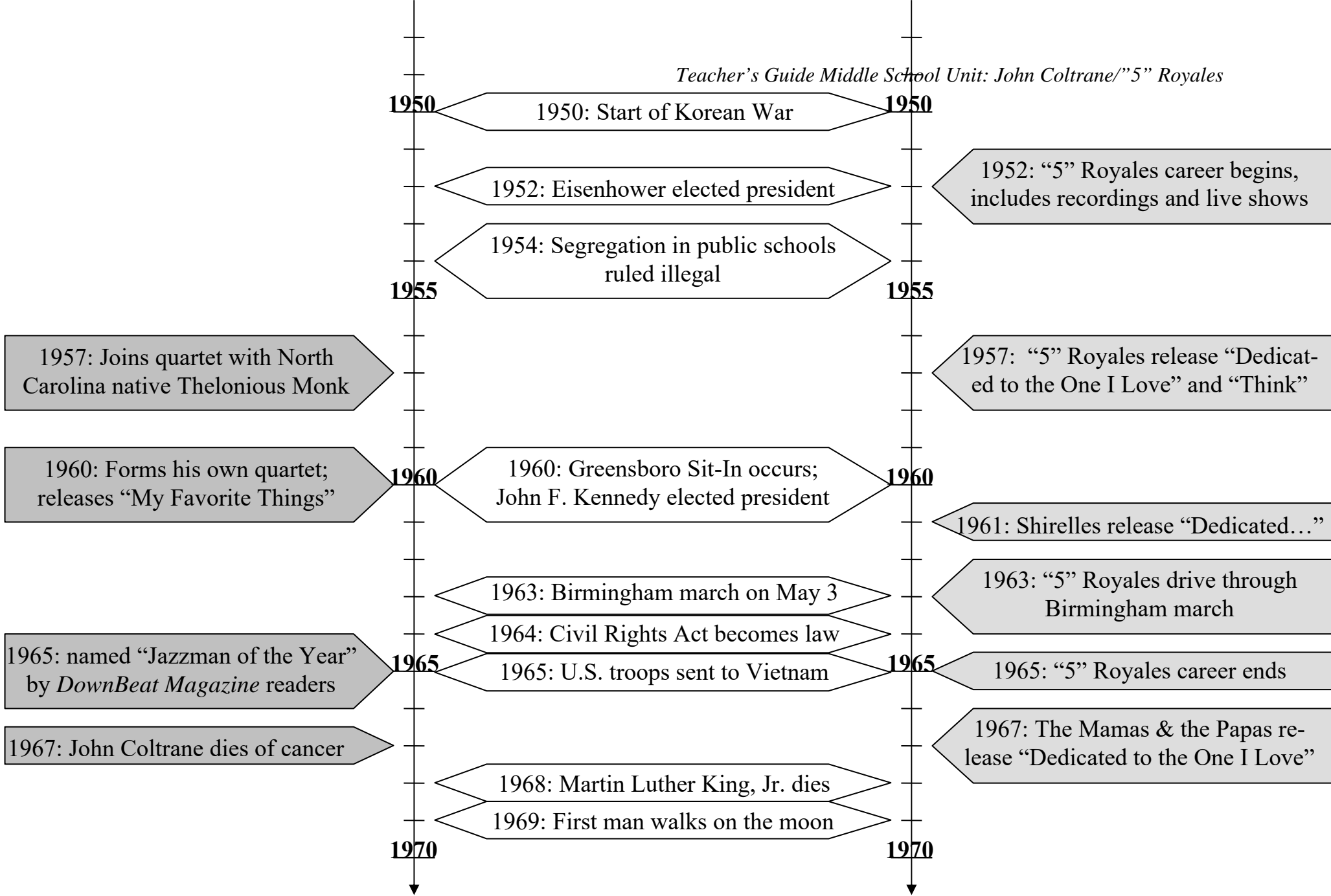
1945: Joins Navy and Navy band

1945: Harry S. Truman becomes president; World War II ends

1945: Tanner returns home and rejoins Royal Sons Quintet

1946: Begins touring band career

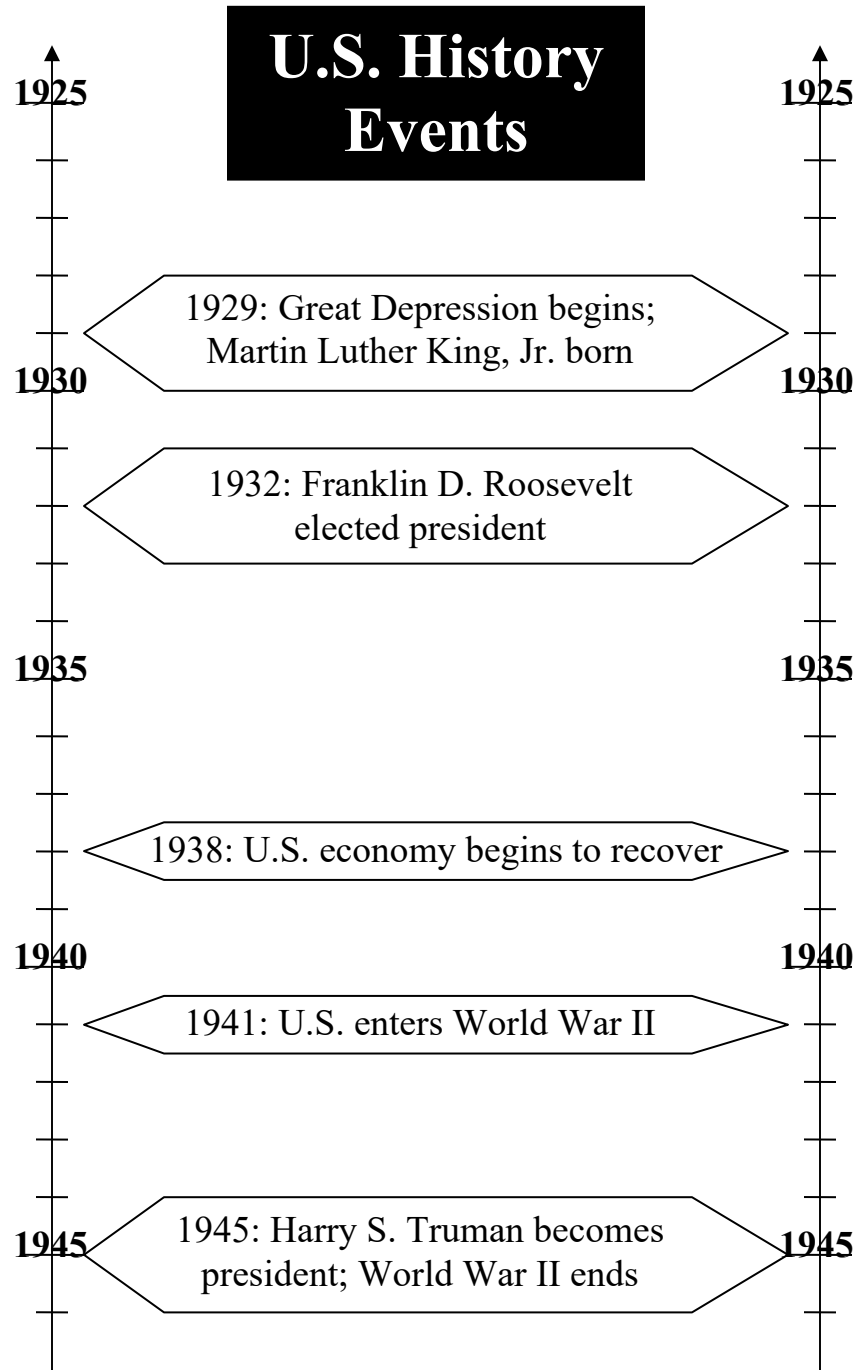
*Teacher's Guide Middle School Unit: John Coltrane/"5" Royales*



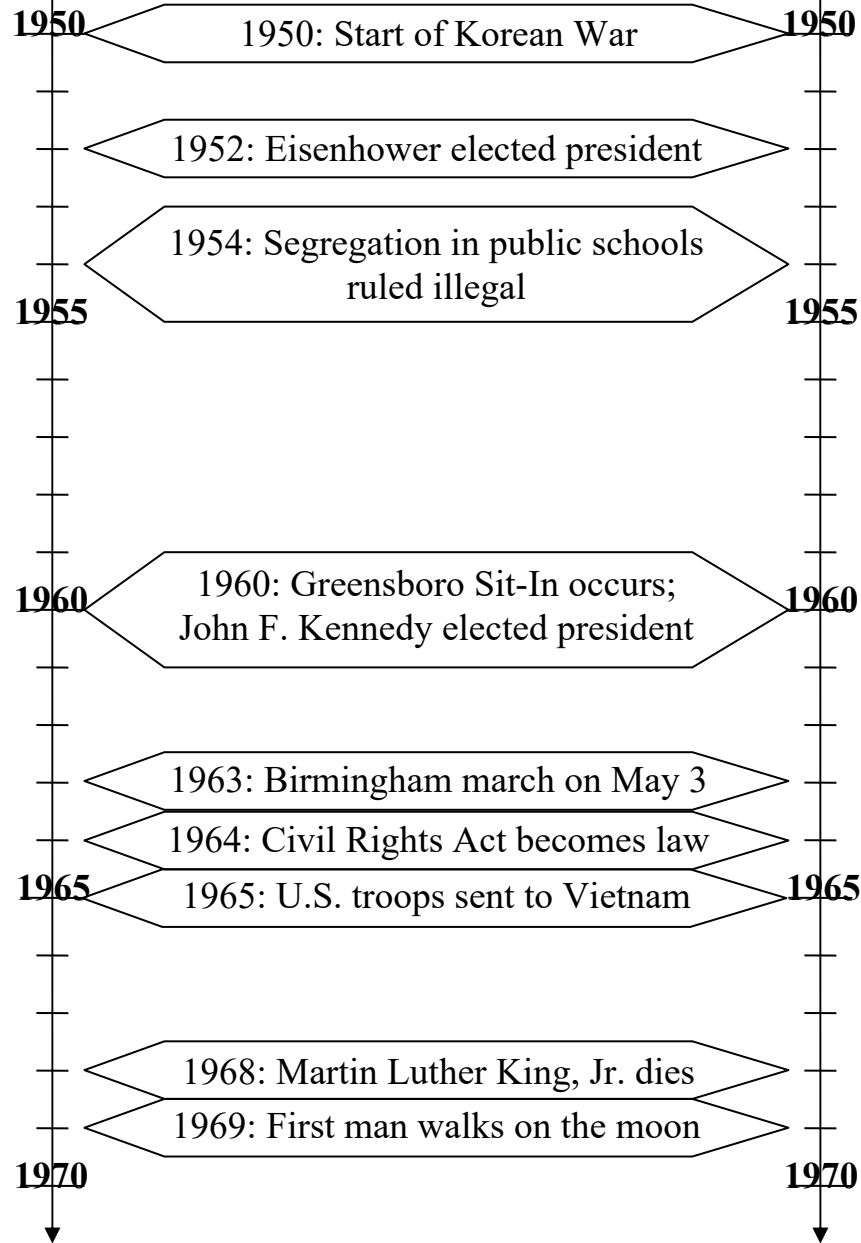
# Timeline

**John Coltrane**

**"5" Royales**









**Lesson Plan**

**Pre Reading:**

**I. Materials:** Each student should receive a copy of these reading selections, as well as the corresponding vocabulary lists and multiple-choice questions. (For templates, see "Student Handouts" section in the back in a plastic cover.) If you do not want to give each student a vocabulary list, project one on the board for the class.

**II. Listening Selection: II.** Today's listening selection is the Coltrane classic "Giant Steps." (You can play this or another Coltrane selection of your choice.) It is on YouTube and i-tunes. Spend a minute in the beginning of the lesson playing it for your students. Play it also during the writing activity.

**III. KWL Guiding Questions:** Ask students questions such as these to activate their prior knowledge for the KWL:

*"Do you remember where John Coltrane grew up?"*

*"What do you think life would have been like for him back then as an African American child in the South?"*

*"He was born in 1926. Was your grandfather alive then? Your great grandfather?"*

*"What can you tell from the subtitles in these selections?"*

Have students fill in the "K" and the "W" section of the KWL before moving on.

**IV. Vocabulary Preparation:** Review with students the vocabulary words for "John Coltrane: Early Years: Parts I and II." Please refer to "Vocabulary Preparation" directions on page 9 if needed. (If you don't want your students to do Parts I and II of this reading selection together, you can go over the vocabulary words for Part I, read Part I and answer the related multiple choice questions, and then move on to Part II.)

**Reading:**

V. It is up to you whether your students read silently, in pairs, etc.

**After Reading:**

**VI. Comprehension Activity:**

**a) Option #1: Multiple Choice Questions:**

Have students answer the multiple-choice questions. Correct them as you like.

**b) Option #2: Drama Activity**

Students act out events from Coltrane's childhood that are described in the reading selection for this lesson. Events are listed on **page 37** on the "Drama Activity" sheet.

**VII. Completing KWL:** After reading and answering the multiple choice questions, return to the KWL and complete the "Learned" section. *(continued)*

**Lesson Plan (continued)**

**VIII. Timeline:**

Follow the timeline procedure explained on page 20. Today's timeline activity today is a continuation of the timeline activity in lesson 1.

Students should write in these events on their timelines in their "John Coltrane" column:

- 1932- Enters 1<sup>st</sup> grade at segregated Leonard St. Elementary School
- 1936- Creates "Negro History" report (on display at High Point Museum)
- 1938-Several relatives die in months
- 1940- 2<sup>nd</sup> year of community band;  
plays saxophone in high school band
- 1943- Moves to Philadelphia, PA
- 1945- Joins Navy and Navy band

(See [page 38](#) for the timeline events sheet for this lesson that you will project on the board for your students.)

**IX. Discussion/Writing Activity:**

(This activity can be used in Social Studies and in Language Arts class.)

**Discussion:**

The topic should first be discussed as a class. Write down or project students' ideas on the board.

**Writing:** Assign students to write a 4 – 5 paragraph answer to the prompt below, beginning with an introduction and ending with a conclusion. This can be done individually, as a whole class teacher-led activity, or as a small group activity, with each group assigned one of the paragraphs. Individually-written responses may need to be completed as homework, as there may not be enough time for this in class.

**Prompt:**

**How was life for John Coltrane growing up in High Point during the 1930s and 1940s similar to the life a youngster growing up there today? How was it different?**

Possible ideas for discussion could include:

- race relations (segregation)
- economic difficulties (Depression then/today's economy)
- technology (especially as related to music)
- other topics of your and your students' choosing

(See [page 39](#) for the copy of this activity that you will project on the board.)

*(continued)*

**Lesson Plan (continued)**

**X. OPTIONAL Discussion/Writing Activity:**

This activity is especially suited for Language Arts, though it can also be used in Social Studies.

It's easier than the prompt on the previous page.

**Discussion:**

The prompt should first be briefly discussed as a class. Write down or project students' ideas on the board.

**Writing:** Assign students to write a 4–5 paragraph answer to the prompt below, beginning with an introduction and ending with a conclusion. This can be done individually, as a whole class teacher-led activity, or as a small group activity, with groups assigned one of the paragraphs. Individually-written responses may need to be completed as homework, as there may not be enough time for this in class.

**Prompt:**

**The last paragraph of “Early Years, Part I” explains that John Coltrane enjoyed going to the theater with his cousin Mary to listen to swing bands. Write about a memorable experience you have had with a relative or a friend.**

(See [page 40](#) for the copy of this activity that you will project on the board.)

Lesson 2 - John Coltrane: Early Years, Parts I and II

**Vocabulary List- Teacher's Copy**

**From Part I:**

*Piedmont: (noun)* the area west of the North Carolina Coastal Plains. The Piedmont region is a wide plateau, or flat land, that rises above the land around it. This region includes rolling hills and low mountains.

*segregation: (noun)* the practice of keeping people apart because of their race or culture.

*Great Depression: (noun)* a period in the United States lasting from 1929 to around 1941 when many people lost their jobs and had little money. The Great Depression was caused by the stock market crash in October 1929.

*Navy: (noun)* a shortened term referring to the United States Navy (USN). The USN is the sea branch of the United States armed forces. It deals with warfare that happens in large bodies of water, such as lakes, seas, and oceans.

*World War II: (noun)* a war that began in 1939. In this war, the Allied Powers—Britain, France, and the Soviet Union—fought against Germany, Italy, and Japan. The United States joined the Allied Powers after December 7, 1941. On that day, Japan bombed American ships at Pearl Harbor, Hawaii.

*region: (noun)* an area with features that make it different from other areas.

*ukulele: (noun)* a small guitar with four strings. Like the guitar, it belongs to the string family.

*clarinet: (noun)* a small musical instrument that belongs to the woodwind family. A clarinet has a wooden reed that attaches to the mouthpiece, a bottom that flares out like a bell, and is usually black in color.

*swing: (noun)* a type of jazz music that was popular in the 1930s and 1940s. It was dance music performed by big bands. (Swing music has fast tempos and uses many percussion instruments that create supporting rhythms for the brass instruments that are front and center.)

**From Part II:**

*alto horn: (noun)* an instrument belonging to the brass family that looks like a smaller, skinnier tuba.

*rhythmic: (adjective)* describes someone who is good at finding the strong and weak sounds heard throughout a musical piece. (These sounds are referred to as the *rhythm (noun)* of the piece.)

*foundation: (noun)* the base or ground on which something is built.

Lesson 2 -John Coltrane: The Early Years, Part I

**Reading Selection- Teacher's Copy**

Early Childhood Years

Although John Coltrane was born in Hamlet in 1927, he grew up in High Point. Both Hamlet and High Point are in North Carolina's **Piedmont region**. Coltrane's grandparents on his mother's side lived in High Point. His grandfather, the *Reverend* W.W. Blair, was an important man in the community. John and his parents lived with his grandparents. Most of the time, his cousin Mary and her parents also lived with them.

Coltrane was well liked by his classmates and teachers. He was shy, quiet, and well mannered. With his friends, he enjoyed reading comics and car magazines, playing football and baseball, and going to the movies. At school, he paid attention in class and handed in good work. In fifth grade, he created an excellent "Negro

- 3 Although in many ways Coltrane had a happy childhood growing up in High Point, one thing bothered him in particular—*segregation*. Coltrane's school was for African American students only. It had used text books and football uniforms, hand-me-downs from the white school. As his cousin Mary remembers, "Every time he opened a book and it said [that it was] from the white school, that just got to him" (Kahn, p. 7).
- 4 The Great Depression was another fact of life for Coltrane growing up during the 1930s. Many people around the country and in North Carolina were out of work. But fortunately for Coltrane, his family did not experience economic hardship during this time.

Early Musical Experiences

- 5 Music filled the Coltrane home. Coltrane's father, a tailor, played the *ukulele*, violin, and *clarinet*. His mother was a trained singer and pianist who performed at their church. According to Coltrane, "My family was passionate about music" (Porter, p. 26).
- 6 The Coltrane family often listened to music on the radio. According to Coltrane's cousin Mary, "We had a big radio in the living room that stayed on all the time. We listened to everything... everybody, you name it" (Porter, p. 26).
- 7 There was also a lot of music at Coltrane's elementary school. The day began with music. One of Coltrane's classmates remembers, "Every morning...we would have an assembly [with] assembly songs—spirituals, hymns, all kinds of songs... And then the music teacher would play a march and everybody would march to their rooms" (Porter, p.27).

In the late 1930s, when John was about twelve, he and his cousin Mary would go see *swing* bands. These big bands had some of the most famous jazz musicians in the country performing in them. The bands performed at a local park that had a dance floor, as well as at a local hotel and theater. John and Mary would sit in the upper balcony, the only place African Americans were allowed.

*Teacher's Guide Middle School Unit: John Coltrane/"5" Royales*  
Lesson 2 - John Coltrane: The Early Years, Part II  
**Reading Selection Teacher's Copy**

Tragedy

- 1 When Coltrane was in 7<sup>th</sup> grade, he suffered a series of life-changing losses. Within five months, his grandfather, father, and grandmother all died. His uncle, Mary's father, died about a year later. The now much smaller family went from middle class to poor. They rented rooms in their house. His mother and aunt went to work at the local country club.

Making Music in Middle and High School

Around this time, when Coltrane turned thirteen, he began to play music. He joined his first band, a new community band led by his Boy Scout troop leader. The band had a lot of his friends in it. Coltrane started on *alto horn* and then moved to clarinet.

At William Penn High School, Coltrane was one of the first members of the school's newly formed band. He started to play the saxophone at this time. He was a quick learner on his new instrument. Before long, Coltrane became known as *the* musician in the high school band. His senior year, he was voted "Most Musical" in the senior class. His music teacher, Grayce Yokely, remembers, "He showed great interest in wanting to get everything just right. He was a very *rhythmic* fellow, and he paid attention" (Porter, p. 30).

Coltrane practiced constantly. According to classmate Rosetta Haywood, "He kept the saxophone with him all the time... You could hear him all the time [after school], from any part of the building" (Porter, p. 33). Coltrane's cousin Mary remembers him practicing at home, "He would sit at that dining room table and practice all the time" (Porter, p. 33).

After High School

Graduation from William Penn High School in 1943 marked the beginning of a new life for Coltrane. He left High Point to join his mother, aunt, and his cousin Mary in Philadelphia, Pennsylvania. They had left the South earlier that year for higher paying jobs in the North. In 1945, Coltrane joined the *Navy* to fight in *World War II*. Not surprisingly, he was assigned the job of playing in the Navy band.

Coltrane's years growing up in High Point had prepared him well. Growing up in a musical family, hearing many types of music during his childhood, and playing in the community and school bands provided him a rich musical *foundation*. In the next twenty years, John Coltrane would build on this foundation to become one of the greatest jazz musicians of all time.



Lesson 2 - John Coltrane: Early Years, Part I

**Multiple Choice Questions- Teacher's Answer Key**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 1 The first paragraph says that Hamlet and High Point are both in the "Piedmont region" of North Carolina. What does "Piedmont region" mean?
  - A the Blue Ridge Mountain area
  - B the town where Coltrane was born
  - C the North Carolina coastal area
  - D **the central area of North Carolina**
  
- 2 Paragraph 3 quotes Coltrane's cousin Mary as saying, "Every time he opened a book and it said that it was from the white school, that just got to him." What does "that just got to him" mean?
  - A Coltrane had a stomach ache.
  - B Coltrane wanted to buy a new book.
  - C **Coltrane felt upset and angry.**
  - D Coltrane was happy he received a book.
  
- 3 According to paragraph 4, what *most likely* is true?
  - A The Coltrane family lost their house during the Great Depression.
  - B Most whites in North Carolina were rich during the Great Depression.
  - C **Coltrane's family had enough food and clothes during the Great Depression.**
  - D Coltrane worked two jobs after school during the Great Depression.
  
- 4 What evidence supports Coltrane's statement in paragraph 5, "My family was passionate about music."
  - A His family loved the movie *The Sound of Music*.
  - B **His mother and father played instruments.**
  - C His grandfather was an important minister.
  - D He loved listening to radio music with his cousin Mary.
  
- 5 Why did Coltrane and cousin Mary sit in the upper balcony when they watched swing bands touring through High Point in the 1930s?
  - A because they wanted a better view
  - B because they were allowed anywhere in the theater
  - C **because they were not allowed anywhere else in the theater**
  - D because they wanted to separate from their parents

Lesson 2 - John Coltrane: The Early Years, Part I  
**Multiple Choice Questions- Teacher's Answer Key**

**Optional Questions:**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 6 What does this selection suggest about Coltrane's family in High Point?
- A They liked to keep to themselves.
  - B They traveled south to find work.
  - C **They were well-known and respected.**
  - D They moved to Philadelphia to play music.
- 7 What is the main topic in paragraph 3?
- A Coltrane's school only had African American students.
  - B Coltrane's textbooks and sports uniforms were hand-me-downs.
  - C **Coltrane was deeply upset by segregation during his childhood.**
  - D Coltrane had a happy childhood growing up in High Point
- 8 Where did young Coltrane experience music growing up in High Point?
- A home, school, parks, theaters, mall
  - B his neighbors' house
  - C **home, school, parks, theaters, church**
  - D popular CDs and TV
- 9 In paragraph 6, Coltrane's cousin Mary explains that when she and Coltrane listened to the radio, "We listened to everything... everybody, you name it." This experience likely lead to Coltrane
- A becoming interested in jazz and blues music.
  - B liking gospel music on the radio and during church services.
  - C **becoming interested in many music styles and performers.**
  - D becoming one of the world's best trumpet players.
- 10 How did Coltrane and his classmates *probably* feel about the morning school assembly program described in paragraph 7?
- A They felt sad there was no singing.
  - B **They enjoyed singing together.**
  - C They felt nervous and lonely.
  - D They hated singing and dancing.

Lesson 2 - John Coltrane: Early Years, Part II

**Multiple Choice Questions- Teacher's Answer Key**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 1 How does the reader know that this selection is an historic biography?
  - A The author describes realistic details in the opening paragraphs.
  - B The people and events seem like they could happen in real life.
  - C **The information is about a real person who lived in the past.**
  - D The story takes place in the present time in North Carolina.
  
- 2 The main idea in paragraph 1 is that when Coltrane was in 7<sup>th</sup> grade, a number of tragedies changed his life. Which detail supports this main idea?
  - A Coltrane's school did not have new textbooks.
  - B He helped his mother and aunt clean houses.
  - C There were no white students in Coltrane's class.
  - D **His grandfather, father, and grandmother died.**
  
- 3 In this selection, what is the purpose of the underlined subtitles?
  - A to define the words in each section
  - B **to let the reader know what each section is about**
  - C to make it clear when Coltrane left High Point
  - D to make the reader read more slowly
  
- 4 Which statement is correct?
  - A Coltrane joined the Navy in World War II during senior year of high school.
  - B **Coltrane left High Point before he joined the Navy during World War II.**
  - C Coltrane was assigned to the Navy band in 1944 during World War II.
  - D Coltrane joined the Navy during World War II in order to leave North Carolina.
  
- 5 What is the best summary for "Early Years, Parts I and II"?
  - A Music was the most fun part of Coltrane's life growing up in High Point.
  - B Coltrane participated in community music programs beginning in the 7<sup>th</sup> grade.
  - C **Coltrane grew up in segregated High Point and had a childhood filled with music.**
  - D Coltrane's parents were musical and encouraged him to learn the saxophone.

Lesson 2 - John Coltrane: The Early Years, Part II  
**Multiple Choice Questions- Teacher's Answer Key**

**Optional Questions:**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 6 According to this selection, which of the following is true?
- A Coltrane's first instrument was the saxophone.
  - B Coltrane was voted "Most Musical" in his 7<sup>th</sup> grade class.
  - C **Coltrane began playing music about the time his father died.**
  - D Coltrane joined his first band in high school.
- 7 What is the *most likely* reason the author writes about Coltrane practicing the saxophone all the time in high school?
- A **She wants readers to learn that practice is necessary to improve a skill.**
  - B She wants readers to understand why Coltrane graduated from high school.
  - C She wants readers to learn to play in a band beginning in middle school.
  - D She wants readers to know why Coltrane was liked by his class mates.
- 8 What is the *most likely* reason the author gives many details about Coltrane's musical experiences growing up in High Point?
- A She wants the readers to learn more about Coltrane's interest in cars and comics.
  - B **She wants readers to know that Coltrane's childhood was filled with music.**
  - C She is encouraging readers to pay more attention in school music class.
  - D She does not like the fact that Coltrane attended a segregated music class.

Lesson 2 - John Coltrane: Early Years, Parts I and II

**Drama Activity**

**Directions for Teacher:** Below are events from the reading. You can cut them out in strips and hand them to students, or you can whisper them in students' ears. Students will act out in pairs. Allow each pair to act out one of these events from Coltrane's childhood.

Coltrane reading comics and car magazines with his friends

Coltrane playing football and baseball

Coltrane unhappy to see his textbook was a hand-me-down from the white school

Coltrane listening to music on the radio with his family

Coltrane marching from morning school assembly to his homeroom class

Coltrane sitting in the balcony with his cousin Mary listening to touring swing bands

Coltrane sad about the sudden deaths of his grandfather, father, and grandfather

Coltrane plays the clarinet at age thirteen in a community band

Coltrane plays the saxophone in high school (and is the best musician in the school band)

Coltrane joins the navy in World War II

Lesson 2 - John Coltrane: The Early Years, Part II

**Timeline Events List**

(to project on board)

Students should write these events in the proper places in their "John Coltrane" column:

- 1932- Enters 1<sup>st</sup> grade at segregated Leonard St. Elementary School
- 1936- Creates "Negro History" report (on display at High Point Museum)
- 1938-Several relatives die in months
- 1940- 2<sup>nd</sup> year of community band;  
plays saxophone in high school band
- 1943- Moves to Philadelphia, PA
- 1945- Joins Navy and Navy band







Lesson 3 - John Coltrane: "My Favorite Things"

**Lesson Plan**

**Pre Reading:**

**I. Materials:** Each student should receive a copy of these reading selections, as well as the corresponding vocabulary lists and multiple-choice questions. (For templates, see "Student Handouts" section in the back in a plastic cover.) If you do not want to give each student a vocabulary list, project one on the board for the class.

**II. Listening Selection:** Today's listening selection is the Coltrane classic "**My Favorite Things**." It is on You-Tube and i-tunes. Spend a minute in the beginning of the lesson playing it for your students. Play it also during the writing activity.

**III. KWL Guiding Questions:** Ask students questions such as these to activate their prior knowledge and ideas for the KWL:

*"Has anyone ever heard "My Favorite Things" from the movie The Sound of Music? If so, what did the song sound like and what was it about?"*

*"In what way do you think John Coltrane's version might sound different?"*

Have students fill in the "K" and the "W" sections of the KWL before moving on.

**IV. Vocabulary Preparation:** Review with students the vocabulary words for this lesson. Please refer to the "Vocabulary Preparation" directions on page 9 if needed.

**Reading:**

**V.** It is up to your discretion whether your students read silently, in pairs, etc.

**After Reading:**

**VI. Multiple Choice Questions:** Have students answer the multiple-choice questions. Correct these as you like.

**VII. Completing KWL:** After reading and answering the multiple-choice questions, you can return to the KWL and complete the "Learned" section.

**VIII. Timeline:** If you are following these lessons in order, students will have started the timeline is Lesson 1 on **page 20**. Today's activity is a continuation of the timeline activity that began in Lesson 1.

(Go to **page 47** for timeline events to project on the board for this lesson.)

Lesson 3 - John Coltrane: "My Favorite Things"

**Lesson Plan (continued)**

**IX. Discussion/ Writing Activity:** This is suitable for both Social Studies and Language Arts. It emphasizes rigorous critical thinking and writing skills.

**Discussion:**

The topic should first be discussed as a class. Write down and project students' ideas on the board.

**Writing:** Assign students to write a 4–5 paragraph answer to the prompt below, beginning with an introduction and ending with a conclusion. This can be done individually, as a whole class teacher-led activity, or as a small group activity, with groups assigned one of the paragraphs. Individually written responses may need to be completed as homework, as there may not be enough time for this in class.

(See page 48 for the copy of this activity to project on the board for your students.)

**Prompt:**

**The reading selection for this lesson states that, "Coltrane liked to take old songs and turn them into something new and different." Name one to three other musicians who also do this and describe how they do it.**

Sample ideas to stimulate discussion include:

- incorporating musical styles from other countries (as Coltrane did)
- using technology in new and different ways

If students are having difficulty thinking of specific musicians and bands, they can discuss categories of musical artists, such as rap musicians who create remixes, etc.

X. **Informal Writing Activity:** (OPTIONAL) This is particularly suited for Language Arts class. It is a less challenging activity that asks students to think about some of John Coltrane's favorite things and then write about their own favorite things. Students are asked to write in an *entertaining* writing style.

(See page 49 for the copy of this activity to project on the board for your students.)

Lesson 3 - John Coltrane: "My Favorite Things"

**Vocabulary List- Teacher's Copy**

*Civil Rights Movement: (noun)* rights given to all citizens by the Constitution. (The African American Civil Rights Movement (1955–1968) refers to the political movement in the United States aimed at outlawing racial discrimination against African Americans and restoring the right to vote (suffrage) in the Southern states).

*Dr. Martin Luther King, Jr.:* (noun) a minister who became a major leader in the Civil Rights Movement of the 1950s and 1960s. King organized protests throughout the South and encouraged protestors to use nonviolence in order to reach their goal of securing civil rights for all people. He was killed in Memphis in 1968.

*Greensboro Sit-In: (noun)* an event taking place on February 1, 1960, in which four African American college students sat at a lunch counter reserved for whites only in a Woolworth's store in downtown Greensboro. The students refused to leave until they were served food; soon, hundreds of other African American students joined them in their protest at the lunch counter. This event is considered to be one of the most important protests during the Civil Rights Movement.

*innovative: (adjective)* used to describe someone or something that introduces a new idea, way of doing things, or invention.

*protest: (verb)* to make a statement or gesture to show that one is against something. A *protestor* (noun) is someone who protests.

*hit: (noun)* a great success.

*jukebox(es): (noun)* a coin-operated record player that automatically plays songs chosen from a list. These types of music players were especially popular in the 1940s and 1950s.

*waltz: (noun)* a type of classical music that accompanied the ballroom dance of the same name. Waltzes have a basic beat of one-two-three, one-two-three.

*musical: (noun)* a form of theatre that combines music, songs, and dances with spoken words. Some famous musicals you may know are: *The Sound of Music*, *West Side Story*, *Oklahoma!*, *Godspell*, *Beauty and the Beast*, *The Lion King*, and *Wicked*.

*double bass: (noun)* a musical instrument belonging to the string family. It is the largest and lowest-pitched of the string family. Jazz musicians typically play it by plucking at the strings with their fingers.

*Indian: (adjective)* of or having to do with the country of India. India is located in southwestern Asia.

*quartet: (noun)* a musical group consisting of four people either singing or playing musical instruments.

**Reading Selection-Teacher's Copy**

1960 was a big year for John Coltrane. Now living in New York City, he was becoming known in the jazz world as very hard working, *innovative*, and talented. In October of that year, he became even better known with the release of "My Favorite Things."

1960 was a time of change in the United States. Many people in the country joined the *Civil Rights Movement* to protest unfair treatment against African Americans. *Dr. Martin Luther King, Jr.* was the main leader of the movement. The *Greensboro Sit-In* made the news across the country.

"My Favorite Things" was Coltrane's first *hit*. People who normally did not listen to jazz music liked it. People from around the country listened to it on the radio and on *jukeboxes*. Many people went to music stores to buy the record. Over the years, Coltrane's "My Favorite Things" has become one of the best-selling jazz recordings of all time.

Coltrane based "My Favorite Things" on an old-fashioned, *waltz*-like song by the same name from *The Sound of Music*. In 1959, *The Sound of Music* was a new hit *musical* in New York City. Six years later, *The Sound of Music* became a popular movie.

- 5 Coltrane liked to take old songs and turn them into something new and different. "I've found you've got to look back at old things and see them in a new light," he once said (Anderson web site). The "new light" Coltrane shed upon "My Favorite Things" was to make his version much longer and with no words. Also, Coltrane's version had four instruments: saxophone, *double bass*, drums, and piano. The original version was performed by a full orchestra.

In addition, Coltrane added to his version a part that sounded like [East] *Indian* music. These sounds were not typically mixed into a waltz-like piece. After recording "My Favorite Things," he became increasingly interested in Indian music. He also became interested in music from Africa and South America. He liked comparing different kinds of music from around the world and seeing how they were alike and how they were different.

Coltrane loved "My Favorite Things." He once told an interviewer, "[My] Favorite Things" is my favorite piece of all those I have recorded" (Porter, p. 184). Coltrane and his *quartet* performed "My Favorite Things" all the time. They played the song in small night clubs, as well as in concert halls and at outdoor music festivals around the world. According to Elvin Jones, the drummer in the *quartet*, "We played ['My Favorite Things'] every night for five years. We played it every night... like it would be the last time we played it" (Kahn, pp.77-78).

Interestingly, Coltrane father's favorite song was a waltz. When Coltrane was a boy, he listened to his father play this waltz on the ukulele for friends and family. According to a childhood friend of Coltrane's, "John always said he wanted to play like his father. He liked his father's song because it was a waltz..." (Thomas, p. 8).

Lesson 3 - John Coltrane: "My Favorite Things"

**Multiple Choice Questions- Teacher's Answer Key**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 1 The selection states that Coltrane became known as an "innovative" musician. This means that he
  - A played music in the style it was played in the past.
  - B played music in new and inventive ways.**
  - C played music he had heard on the radio.
  - D played music that he remembered from childhood.
  
- 2 Which statement is true?
  - A Coltrane moved to High Point in 1960.
  - B Coltrane was very famous before 1960.
  - C Coltrane became famous during the Civil Rights Movement.**
  - D Coltrane was unknown in the jazz world until "My Favorite Things."
  
- 3 The Greensboro Sit-In was an important event of the Civil Rights Movement. What evidence *best* indicates that this is a fact rather than an opinion?
  - A Dr. Martin Luther King Jr. was the leader of the Civil Rights Movement.
  - B Coltrane wrote "My Favorite Things" the same year as the Greensboro Sit-In.
  - C The Civil Rights Museum is a popular place in downtown Greensboro.
  - D Stories about the Greensboro Sit-In were in newspapers around the country.**
  
- 4 Who do you think is *most likely* to enjoy John Coltrane's "My Favorite Things"?
  - A People who do not like jazz music
  - B Musicians from North Carolina
  - C People who like all kinds of music**
  - D Musicians who like American opera
  
- 5 Paragraph 5 quotes Coltrane as saying, "I've found you've got to look back at old things and see them in a new light." Based on this, which statement is *most likely* true?
  - A Coltrane liked to look at old instruments in new light.
  - B Coltrane enjoyed creating a new version of "My Favorite Things."**
  - C Coltrane disliked jazz and blues music from the 1930s and 1940s.
  - D Coltrane was most interested in old Broadway show tunes.

Lesson 3 - John Coltrane: "My Favorite Things"

**Multiple Choice Questions- Teacher's Answer Key**

**Optional Questions:**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 6 What evidence supports the opinion that Coltrane's version of "My Favorite Things" sounded more "innovative" than the Broadway musical version?
- A **Coltrane's version had a section that sounded like music from India.**
  - B Coltrane's version had new words that were stranger than the original.
  - C The Broadway musical version was popular with jazz fans in New York City.
  - D The Broadway version had four instruments that were played on stage.
- 7 What is the *most likely* reason the author includes the information in the last paragraph?
- A She wants readers to know that the original "My Favorite Things" was a waltz.
  - B She thinks it is important that Coltrane's father played the ukulele.
  - C **She is suggesting that Coltrane's father probably influenced his son musically.**
  - D She believes that waltzes are old-fashioned music that parents like.

Lesson 3 - John Coltrane: "My Favorite Things"

**Timeline Events List**

(to project on board)

Students should write these events in their From John Coltrane columns:

- 1946: Begins touring band career
- 1957: Joins quartet with North Carolina native Thelonious Monk
- 1960: Forms his own quartet; releases "My Favorite Things"
- 1965: Named "Jazzman of the Year" by *DownBeat Magazine* readers
- 1967: John Coltrane dies of cancer







Lesson 4 - "5" Royales

**Lesson Plan**

This lesson consists of two reading selections:

- "5" Royales: An Introduction
- "5" Royales: Birmingham, Alabama, 1963

Both selections have vocabulary lists and multiple choice questions.

**"5" Royales: An Introduction:**

**Pre Reading**

**I. Materials:** Each student should receive a copy of these reading selections, as well as the corresponding vocabulary lists and multiple-choice questions. (For templates, see "Student Handouts" section in the back in a plastic cover.) If you do not want to give each student a vocabulary list, project one on the board for the class.

If you have not already done so, you may want to read the R&B overview on [page 84](#). Interested students may read this on their own, perhaps for extra credit.

**II. Listening Selection:** Play "**Don't Be Ashamed**" from i-tunes or from You-Tube. It's also on the CD *Dedicated to You*, for sale online. (This is one of three "5" Royales songs that you'll use for this unit. These songs have been approved for student-appropriate lyrics. If you are interested in using other songs, please review the lyrics beforehand.)

**III. Power Point:** Show students the power point on the "5" Royales. The Power Point is in the "**Curriculum**" section of [www.carolinamusicways.org](http://www.carolinamusicways.org).

**IV. KWL Guiding Questions for "An Introduction":**

During or after the power point, ask students questions such as these to activate their prior knowledge for the KWL:

*"The "5" Royales started as a gospel group and then became a rhythm and blues group. What do you know about gospel?"*

*"How many of you sing in a gospel choir or know someone who does?"*

*"What do you know about rhythm and blues?"*

Have students fill in the "K" and the "W" sections of the KWL before moving on.

**V. Vocabulary Preparation:** Review with students vocabulary this selection. Please refer to in-depth "Vocabulary Preparation" directions on [page 9](#) if needed.

**VI. Reading:** It is up to your whether your students read silently, in pairs, etc.

*(continued)*

Lesson 4 - "5" Royales:  
**Lesson Plan (continued)**

**"5" Royales: An Introduction (continued)**

**After Reading:**

**VII. Multiple Choice Questions:** Students answer the multiple-choice questions.  
Correct these as you like.

**VIII. Completing the KWL:** After reading and answering the multiple choice questions, return to the KWL and complete the "Learned" section.

*(continued)*

**Lesson Plan (continued)**

**For "Birmingham, Alabama, 1963":**

**Pre Reading**

**I. Materials:** Each student should receive a copy of these reading selections, as well as the corresponding vocabulary lists and multiple-choice questions. (For templates, see "Student Handouts" section in the back in a plastic cover.) If you do not want to give each student a vocabulary list, project one on the board for the class.

**II. KWL Guiding Questions:**

Ask students questions such as these below to activate prior knowledge for the KWL. Explain that the first part of the selection tells the history of the event. The second half is from an interview with John Tanner, lead singer of the "5" Royales, in which he remembers the group driving through Birmingham the day of the violent march.

*"What do you know about the marches during the Civil Rights movement?"*

*"What do you think the marchers were trying to accomplish?"*

*"What do you know about the Civil Rights march in Birmingham, Alabama?"*

*(Remind students of the power point image of the march there.)*

Have students fill in the "K" and the "W" sections of the KWL before moving on.

**III. IV. Lesson 4** in this unit focuses on the **1963 Children's Crusade in Birmingham Alabama**. You may want to show the students an online video of this event, such as this one: <https://www.biography.com/news/black-history-birmingham-childrens-crusade-1963-video> .

**IV. Vocabulary Preparation:** Review with students vocabulary for this selection. Please refer to "Vocabulary Preparation" on page 9 if needed

**Reading:**

V. It is up to your discretion whether your students read silently, in pairs, etc.

**After Reading:**

**VI. Comprehension Activities:**

- a) **Multiple Choice Questions: Option #1:** Have students answer the multiple choice questions. You can correct these as you like.
- b) **Drama Activity: Option #2:**
  - 1) Give each student a Drama Activity handout. (Or you can get is ready to project to the whole class.) The teacher copy is on **page 61** and the student version is in the Student Handouts section.
  - 2) Ask students questions about the reading selection. You can make up your own and/or use the multiple-choice questions.
  - 3) Go over the Drama Activity handout with students.
  - 4) Assign one of your strongest students the role of narrator. He/she will work alone on scenes 1 and 4.
  - 5) Assign students what parts they will play in the skit or you can let students choose.

**Lesson Plan (continued)**

- 6) Separate class into groups that correspond to scenes 2 – 4.
- 7) Let groups practice for about 5 minutes. Since scene 2 has so many actors, you may want to split this group into three sections (children; police and Bull Connor; "5" Royales.)
- 8) Let students do the skit. You may want to do it twice if time allows.

**VII. Completing the KWL:** After reading and answering the multiple choice questions, return to the KWL to complete the "Learned" section.

**VIII. Timeline:**

Follow the timeline procedure explained on page 20.

Project the event below on the board and ask students to copy them into the correct places in their "5" Royales column.(See [page 62](#) for the events list you will project on the board.)

- 1926 – John Tanner and Lowman Pauling born in Winston-Salem, NC
- 1938 - Royal Sons Quintet (gospel) forms in Winston-Salem
- 1952 – "5" Royales' career begins, includes recordings and live shows
- 1957 – "5" Royales release "Dedicated to the One I Love" and "Think"
- 1963 – "5" Royales drive through Birmingham, Alabama march

**For "Birmingham, Alabama, 1963" (continued):**

**IX. Discussion/ Writing Assignment** (suitable for Social Studies and Language Arts)

**Discussion:**

The prompt can be discussed as a class. Write down and project students' ideas on the board.

**Writing:** Assign students to write a 4–5 paragraph answer. This lesson lends itself best to individually-written responses. You may want to assign for homework, as this is a long lesson and time may not allow for in-class writing. If there is time and you wish, writing can also be done as a whole class teacher-led activity or small group activity.

**Prompt:** Pretend you are a marcher in the "Children's Crusade" in Birmingham on May 3<sup>rd</sup>, 1963. Writing in the first person, write 4–5 paragraphs about what you are thinking during the march.

(See [page 63](#) for the page you will project on the board for your students.)

Lesson 4: "5" Royales: An Introduction  
**Vocabulary List- Teacher's Copy**

*Civil Rights Act of 1964:* (noun) a law passed by the U.S. Congress in 1964 stating that all Americans have the right to use public places and services. It also says that people cannot refuse to hire people because of their race, religion, gender, or place of birth.

*segregation:* (noun) the practice of keeping people apart because of their race or culture.

*pioneering:* (adjective) being among the earliest, original, or first.

*rhythm and blues (R&B):* (noun) popular music typically including elements of blues and African American folk music and marked by a strong beat and simple chord structure.

*vocal:* (adjective) relating to, arranged for, or sung by the human voice.

*innovative:* (adjective) used to describe someone or something that introduces a new idea, method, or device.

*soul:* (noun) music that originated in African American gospel singing, soul music is closely related to rhythm and blues and is sung with strong feeling and a down-to-earth attitude.

*down-to-earth:* (adjective) down-home, not fancy.

*gospel:* (noun) a type of music that is written to sing about spiritual beliefs in Christianity.

*rooted:* (adjective) has its origins in.

*secular:* (adjective) non-religious.

*gig(s):* (noun- slang) job held for a certain amount of time; typically refers to an entertainer's job.

*chitlins':* (noun) the small intestines of a pig eaten as food, typically by African Americans in the South.

*circuit:* (noun) theaters, nightclubs, etc., performed in by entertainers.

*service station:* (noun) gas station.

*"Tearin' the house up":* (slang expression) The "house" refers to the audience. This expression means that the audience really liked the "5" Royales' show.

**Reading Selection- Teacher's Copy**

The "5" Royales were a *pioneering rhythm and blues (R&B) vocal* group from Winston-Salem. They were one of the most talented and *innovative* groups of their time. During the "5" Royales' career from 1952 to 1965, they recorded more than one hundred songs and five top-ten R&B hits. At least two of the group's songs have become American classics—"Dedicated to the One I Love" and "Think."

The "5" Royales had a big influence on famous *soul* and rock and roll stars of the 1960s and '70s. "5" Royales' guitarist, Lowman Pauling (1926-1973), often wore a long strap and played the guitar at knee-level. His creative, original playing style influenced rock superstar Eric Clapton and soul guitarist Steve Cropper. The "5" Royales' lead singer, John Tanner (1926 – 2005), sang with strong feeling in a *down-to-earth, gospel* singing style. The "5" Royales' singing style had a big influence on later music greats, such as James Brown, The Temptations, Stevie Wonder, and Michael Jackson.

The "5" Royales' sound was *rooted* in Southern African American church music. The group began as a gospel vocal group in the late 1930s called the Royal Sons. In 1951, the Royal Sons sent a tape to a record company in New York. By 1952, they signed with the record company and changed their name to the "5" Royales. The "5" Royales started singing non-religious, or *secular*, songs. Their style of singing, though, stayed the same as when the group members sang in church growing up as children in Winston-Salem.

The "5" Royales performed mostly for African American audiences. Many of the other successful African American vocal groups of the 1950s and '60s also performed for white audiences. The "5" Royales drove all over the country and performed mostly one-night *gigs* on the "*Chitlin' Circuit*." The "*Chitlin' Circuit*" consisted of theaters, clubs, dance halls, and other places where African Americans went for entertainment and dancing. The "*Chitlin' Circuit*" developed in response to *segregation* in the South that did not allow African Americans to go to clubs and dance halls owned and operated by whites.

Before the *Civil Rights Act of 1964*, members of the "5" Royales often were not allowed into the same public places, such as hotels, restaurants, and gas stations, as whites. Lead singer, John Tanner, remembered those days of *segregation*: "It was real rough. We had to go around to the back and get the food; when we'd stop at a *service station* we couldn't use the bathroom, you know. And, it was tough. But, we made it" (Carolina Music Ways interview, p. 13).

Although the "5" Royales had a lot of fans, not everyone liked their music. A number of adults, both white and black, thought R&B music was not proper. It was similar to how some parents today do not approve of rap or hip-hop. Some white parents had racist attitudes and did not like their children listening to African American music. Some African American parents did not like R&B because they thought it was not religious.

Lead singer John Tanner remembered how his parents viewed the "5" Royales' R&B music, "My dad came out [one time when] we played...You know, my mom and dad, they didn't go for it...because we were brought up in church, and they didn't want us [singing R&B]...But, after he came and saw that we were *tearin' the house up*, he was proud!" (Carolina Music Ways interview, p.5)

Lesson 4: "5" Royales": An Introduction

**Multiple Choice Questions- Teachers Answer Key**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

- 1 Why did the author describe the "5" Royales as a "pioneering" group?
  - A The group was among the first to sing gospel outside a church building.
  - B The group was among the first to perform rhythm and blues outside the U.S.
  - C **The group was among the first to sing secular music in a gospel style.**
  - D The group was among the first to perform in an American music video.
  
- 2 What evidence can you find that the author's purpose is to inform the reader?
  - A **The author described the "5" Royales using facts and quotes from history.**
  - B The author imagined a fun story and told it using events that did not happen.
  - C The author included a vocabulary list to help the reader understand the reading.
  - D The author described how she felt about the "5" Royales using descriptive words.
  
- 3 According to this selection, what characteristic was used to segregate people and keep them apart in public areas?
  - A People were divided into groups according to singing ability.
  - B People were divided into groups by the kind of music they liked.
  - C **People were segregated into groups by race.**
  - D People were segregated by religious beliefs.
  
- 4 What connection do many students in Winston-Salem have to the "5" Royales?
  - A **Both grew up in Winston-Salem.**
  - B Neither liked gospel music.
  - C They were both influenced by Stevie Wonder.
  - D They were both rap and hip hop music fans.
  
- 5 When the author wrote that the "5" Royales were "tearin' the house up," what did she really mean?
  - A The members of the group were using tools to take the walls apart.
  - B The members of the group were singing so loudly the walls collapsed.
  - C **The audience really liked the show.**
  - D The audience left before the show ended.
  
- 6 What evidence in the selection suggests that the "5" Royales "had a big influence on famous soul and rock and roll stars"?
  - A **Guitarist Lowman Pauling's guitar playing style influenced Eric Clapton.**
  - B Michael Jackson was influenced by Lowman Pauling's guitar playing style.
  - C Soul great Steve Cropper modeled his singing on John Tanner's gospel style.
  - D Stevie Wonder influenced the down-to-earth singing style of John Tanner.
  
- 7 In the days of segregation before the Civil Rights Act of 1964, the "5" Royales
  - A could sit and eat in any restaurant or picnic area in the country.
  - B could use public bathrooms in all restaurants and gas stations.
  - C **would go around the back of many restaurants to get their food.**
  - D would stay in the same hotels as white people while on tour.



Lesson 4 – Birmingham, Alabama, 1963

**Vocabulary List- Teacher's Copy**

*Civil Rights Movement:* (noun) rights given to all citizens by the Constitution. (The African American Civil Rights Movement (1955–1968) refers to the political movement in the United States aimed at outlawing racial discrimination against African Americans and restoring the right to vote (suffrage) in the Southern states).

*Greensboro Sit-In:* (noun) an event taking place on February 1, 1960, in which four African American college students sat a lunch counter reserved for whites only in a Woolworth's store in downtown Greensboro. The students refused to leave until they were served food; soon, hundreds of other African American students joined them in their protest at the lunch counter. This event is considered to be one of the most important protests during the Civil Rights Movement.

*segregation:* (noun) the practice of keeping people apart because of their race or culture.

*Dr. Martin Luther King, Jr.:* (noun) a minister who became a major leader in the Civil Rights Movement of the 1950s and 1960s. King organized protests throughout the South, and encouraged protestors to use nonviolence in order to reach their goal of securing civil rights for all. He was killed in Memphis in 1968.

*Civil Rights Act of 1964:* (noun) a law passed by the U.S. Congress in 1964 stating that all Americans have the right to use public places and services. It also says that people cannot refuse to hire people because of their race, religion, gender, or place of birth.

*President John F. Kennedy:* (noun) the 35<sup>th</sup> President of the United States; Kennedy's term lasted from 1961-1963. Kennedy is best known for stopping the Cuban Missile Crisis and for supporting the Civil Rights Movement. He was killed in 1963.

*President Lyndon Johnson:* (noun) the 36<sup>th</sup> President of the United States. Johnson was Vice-President under Kennedy and became President when Kennedy was assassinated.

*protest:* (verb) to make a statement or gesture to show that one is against something. A *protestor* (noun) is someone who protests.

*corner:* (verb) to force someone or something into a place where they are trapped and they cannot get out.

*gig:* (noun-slang) job held for a certain amount of time; typically refers to an entertainer's job.

*processed hair:* (noun) hair that has been made stiff and straight chemically by way of a hair lotion called relaxer.

*billy stick (also called a billy club or baton):* (noun) a heavy wooden stick typically carried by police officers to defend themselves from criminals or to break up fights.

*detain:* (verb) to hold or keep in the control of an authority, such as the police.

**Reading Selection -Teacher's Copy**

- 1 **Historical Background:** May 3<sup>rd</sup>, 1963 was an important day in the history of the **Civil Rights Movement**. It was three years after the **Greensboro Sit-In**. A march was scheduled in Birmingham, Alabama, to *protest segregation* in the city. Because many of the marchers were students ages eight to twenty-one, the march is often called the "Children's Crusade."
- 2 As the marchers moved across the city streets toward downtown, police warned them to stop. When the marchers continued, the chief of police, Bull Connor, ordered the city's fire hoses to be turned on the *protesters*. The water was so strong it could peel bark from a tree. The water ripped off shirts and pushed people over. The police chief also ordered police to use German Shepherd dogs to keep the marchers from leaving the scene.
- 3 That evening in Birmingham, **Martin Luther King, Jr.** tried to calm worried parents. He told them, "Don't worry about your children who are in jail. The eyes of the world are on Birmingham. We're going on in spite of dogs and fire hoses" ("Nation: Dogs, Kids & Clubs," TIME).
- 4 The next day, newspapers and TV showed photos of the police turning hoses and dogs on the protesters. Many people who saw these photos were very angry. *President John F. Kennedy* took action to bring about change. A year later, *President Lyndon Johnson* signed the **Civil Rights Act of 1964** into law. It became illegal all over the country to have **segregation** in public areas and the workplace.

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**The "5" Royales Were There:** (Lead singer John Tanner tells this story in an interview with Carolina Music Ways in 1999.)

"We had some terrible times. I remember, we went through Birmingham, Alabama, the day that they had these water hoses and dogs; [the police were] putting them on these people, they were *cornering* them...They were cornering them coming through, you know, we just knew that [it was] the sit-ins or walk-ins or whatever it was.

We were on our way to Jasper, Texas. That's right outta Houston. And, we were on our way out there for a *gig*. And we went through Birmingham that Saturday. It was on a Saturday. And, we were wearing *processed hair* then.

- 7 And, [we] had New York tags on our car...New York tags and six big black boys sitting up in the car...We got hit in the window with this *billy stick*. 'Where are you guys goin?'' [the police asked us]. And we said, 'We're tryin' to go to work! We're on our way.' And they said, 'No, you're not!' And they *detained* us, man, about two hours around there!

And [what was] sadder was that they were shooting the water hoses at people. You know, they had them [guns], police dogs, and all that stuff. Now, we went through Birmingham the same day, and we missed a *gig*, man. But we were on our way out West; we didn't come back that way until all that stuff was over."

Lesson 4 -"5" Royales: Birmingham, Alabama, 1963  
**Multiple Choice Questions – Teacher's Answer Key**

**Directions:** Select the best answer from the choices given. Be prepared to share evidence from the reading selection about why you think your answer is the best one.

**From "Historical Background"**

- 1 From the author's description in paragraph 1, what word *best* describes the mood in Birmingham, Alabama, on May 3<sup>rd</sup>, 1963?
  - A relaxed
  - B tense**
  - C funny
  - D sad
  
- 2 Which statement is *most likely* true?
  - A The marchers ended segregation.
  - B The marchers were in danger.**
  - C Police Chief Bull Connor wanted to end segregation.
  - D German shepherd dogs were useful to the marchers.
  
- 3 When Dr. Martin Luther King, Jr. told parents of the children who were in the march, "The eyes of the world are on Birmingham", what did he *probably* mean?
  - A There were many people looking at TV in the city of Birmingham.
  - B People in Africa and Asia were hearing about the march on the radio.
  - C People around the world were seeing photos on TV of the march.**
  - D The march would end because very few people were watching it.
  
- 4 After President Lyndon Johnson signed into law the Civil Rights Act of 1964:
  - A it was illegal for restaurants to turn away African American customers.**
  - B African Americans and whites could not sit in the same part of the bus.
  - C private clubs had to admit people of all races.
  - D segregation was legal in public picnic areas.

Lesson 4 - "5" Royales: Birmingham, Alabama, 1963  
Multiple Choice Questions – Teacher's Answer Key (continued)

From "The '5' Royales Were There"

- 5 Why do you think the author *most likely* put the "Historical Background" section before the "The '5' Royales Were There" section?
- A She thought readers would better understand Tanner's musical career in Alabama.
  - B She thought readers would like to know that John Tanner met Bull Conner.
  - C **She wanted readers to view Tanner's experience as part of American history.**
  - D She wanted readers to know about John Tanner before reading about Dr. King.
- 6 Paragraph 3 quotes John Tanner as saying, "And, [we] had New York tags on our car... New York tags and six big black boys sitting up in the car." What *most likely* was John Tanner thinking at the time?
- A The police will like that we are from New York.
  - B **I am scared that the police will stop us.**
  - C I think the police will let us continue driving.
  - D The police think we are younger than we are.
- 7 How is John Tanner's description of May 3<sup>rd</sup>, 1963 in Birmingham, Alabama, *different* from the description the author gives in the "Historical Background" section?
- A Tanner's description refers to more historical terms.
  - B **Tanner's description is more personal.**
  - C Tanner's description talks about Dr. Martin Luther King, Jr.
  - D Tanner's description mentions police dogs.
- 8 How can interviews help students understand history?
- A They are short and easier for students to read and write about.
  - B They give facts and no opinions.
  - C **They connect readers to real people who lived at the time.**
  - D They are always completely true.

Lesson 4 - "5" Royales: Birmingham, Alabama, 1963

**Drama Activity – Teacher's Copy**

**DIRECTIONS:** Work together as a class to create and act out a skit about the reading selection "Children's Crusade" in Birmingham, Alabama, May 3, 1963." Use the following scene-by-scene outline to create the skit.

**SCENE 1: Introduction** (See paragraph 1.)

Cast: Narrator

Directions: Introduce the skit with the information provided in paragraph 1 of the reading selection.

-----

**SCENE 2: Children's Crusade**

(See paragraphs 2 and 7 of reading selection.)

Cast: Children crusaders – about 5 actors

Police- about 4 actors

Chief of Police Bull Connor

"5" Royales- 5 students

Setting: Streets of Birmingham Alabama during violent protest.

Directions: Act out the scene as described in paragraph 2. Add the "5" Royales experience on that day as described by lead singer John Tanner in his interview at the bottom of the page. (Pay special attention to paragraph 7, the second to last paragraph.)

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**SCENE 3: MLK talks to worried parents** (See paragraph 3.)

Cast: worried parents – about 5 actors

Martin Luther King, Jr.

Setting: Meeting hall or church basement in Birmingham Alabama

Directions: Act out the scene as described in paragraph 3.

-----

**SCENE 4: Media attention brings about change** (See paragraph 4.)

Cast: People seeing film of protest on TV – about 2 actors

People seeing photos of it in the newspapers – about 2 actors

President John F. Kennedy

Setting: Living rooms across America

Directions: Act out the scene as described in paragraph 4.

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**SCENE 5: Conclusion** (See end of paragraph 4.)

Narrator concludes with information in 4<sup>th</sup> paragraph about President Lyndon Johnson signing the Civil Rights Act of 1964.

Lesson 4 - "5" Royales

**Timeline Events List**

(to project on board)

Students should write in these events in the proper places in their "5" Royals' column:

- 1926 – John Tanner and Lowman Pauling born in Winston-Salem, NC
- 1938 - Royal Sons Quintet (gospel) forms in Winston-Salem
- 1952 – "5" Royales' career begins, includes recordings and live show
- 1957 – "5" Royales release "Dedicated to the One I Love" and "Think"
- 1963 – "5" Royales drive through Birmingham, Alabama march



Lesson 5 - "5" Royales:

**Lesson Plan**

**Growing up in Winston-Salem**

There are two main reading selections for this lesson.

- Growing Up in Winston-Salem (interview with John Tanner)
- "Music's Unsung Pioneer" (article on Lowman Pauling)

Plus an optional reading selection:

- "Dedicated to the One I Love" (See the end of this lesson.)

There are **no multiple-choice questions** in this lesson.

The first reading selection has a vocabulary list, as does the optional lesson.

The optional "Dedicated..." reading selection is especially suited to Language Arts, though it can also be done in Social Studies.

**Introduction for Students:**

*"Today we are going to learn more about the "5" Royales' lead singer, John Tanner, and about their guitarist and main songwriter, Lowman Pauling. Both Tanner and Pauling lived in Winston-Salem when they were youngsters. Important music historians consider Lowman Pauling and John Tanner to be two of the most innovative and influential musicians in rock and roll and soul history. Sadly, many people in Winston-Salem, their hometown, don't know about these homegrown music greats who had a worldwide influence. We are going to help change that. "*

**Pre-Reading:**

**I. Materials:** Each student should receive a copy of these reading selections, as well as the corresponding vocabulary lists and multiple-choice questions. (See also "Student Handouts" section.) If you do not want to give each student a vocabulary list, project one on the board for the class.

**II. Listening Selection:** Play "Right Around the Corner" by the "5" Royales. You can get it from i-tunes or find it on You-Tube.

**III. KWL Guiding Questions:** Ask students questions such as these to activate their prior knowledge for the KWL:

*"The members of the "5" Royales grew up in Winston-Salem the same time Coltrane grew up in High Point. This would have been about the time many of your great-grandparents were children."*

*"How do you think it might have been different for kids growing up back then than it is today?"*

*"This reading selection is an interview. Where have you read or seen an interview before?"*

(continued)



**Growing Up In Winston-Salem (continued)**

Have students fill in the "K" and the "W" sections of the KWL before continuing.

**IV. Vocabulary Preparation:** Review with students vocabulary for "Growing Up In Winston-Salem." Please refer to "Vocabulary Preparation" on page 9 if needed.

**Reading:**

V. This can be read as a **paired reading** activity in which you go around and listen to each pair. You can pick one or more of the pairs to read aloud the selection to the whole class, **Readers Theater** style.

**After Reading:**

**VI. Completing the KWL:** After the reading activity, you can return to the KWL to complete the "Learned" section.

(There are no multiple-choice questions for this reading selection.)

*(continued)*

Lesson 5: "5" Royales  
**Lesson Plan** (continued)  
**"Music's Unsung Pioneer"**

**Reading Selection: "Music's Unsung Pioneer"**

**Pre Reading:**

**VII. Materials:** You will project a copy of this article on the board. (See [page 71](#).)  
Because the article is long, students do not receive their own copies.

**VIII. Listening Selection:** Play "Think" by the "5" Royales. You can get it from i-tunes or find it on You-Tube. You can also find it on the CD *Dedicated to You*, for sale online.

**IX. KWL Guiding Questions:** Ask students questions such as these to activate their prior knowledge for the KWL:

*"What do you remember about Lowman Pauling from the previous lesson?"*

*"Have you ever heard of guitarists Eric Clapton or Steve Cropper?" Lowman Pauling had a big influence on both of them musically.*

*"Why do you think Lowman Pauling is considered a musical 'pioneer'?"*

*"Lowman Pauling, like John Tanner, came from a musical family. Do any of you come from musical families?"*

Have students fill in the "K" and the "W" sections of the KWL before continuing.

**Vocabulary Preparation:** None

**Reading:**

**X.** It is suggested that you do this activity as a read-aloud to the class, or let students take turns reading aloud.

**After Reading:**

**XI. Completing the KWL:** After the reading activity, you can return to the KWL to complete the "Learned" section.

*(continued)*

**Lesson Plan (continued)**

**XII. Concluding Timeline Activity**

Follow the timeline procedure explained on page 20.

Project the events below on the board and ask students to copy them into the correct places in their "5" Royales column.

- 1932-Tanner and Pauling grow up in musical families; Tanner attends segregated Kimberly Park School
- 1938 - Royal Sons Quintet (gospel) forms in Winston-Salem
- 1943 - Tanner joins U.S. army
- 1945 - Tanner returns home and rejoins Royal Sons Quintet
- 1961 – Shirelles release "Dedicated to the One I Love"
- 1965 - "5" Royales career ends
- 1967 – The Mama's & the Papas release "Dedicated To the One I Love"

(See [page 76](#) for the above events list that you will project on the board.)

**Timeline: Concluding Reflections:**

Ask students to reflect on what they have learned from the timeline. Ask them questions such as:

*"Does this timeline help you better understand what you have read? In what ways? Why do you think this timeline helps you?"*

*Now that the timeline is finished, talk about ways some of the U.S. history events helped shape the life experiences of John Coltrane and of the "5" Royales.*

**Timeline: Partner Share:**

- 1) Ask students to discuss their timelines with a partner. The first student puts in her own words the events in John Coltrane's life. The second student does the same for the "5" Royales.
- 2) For an optional whole group activity: Ask each child to share with the class a fact from the timeline that impressed or was most interesting to him/her.

Lesson 5 - "5" Royales  
**Lesson Plan (continued)**

**Concluding Timeline Activity(continued)**

**LETTER TO PARENTS.** Hand out to each student a copy of the letter.

(A teacher's copy is on **page 82**. See "Student Handouts" for student copy.)

Ask students to share their timelines with their parents, grandparents and/or other older relatives.

**Ask students to bring back their timelines to class by a specific date determined by you in the letter, so they can share their timelines with other students in the school.**

**You can display the timelines in an area of the school where other students will be able to see them.**

**XIII. Discussion/ Writing Assignment**

**Discussion:**

The should be first discussed as a class. Write down and project students' ideas on the board.

**Writing:** Since this is such a long lesson, you may need to assign this for **homework**. Assign students to write a 4–5 paragraph answer that includes an introduction and conclusion. If in class, it can be done as a whole class teacher-led activity, a small group activity, or an individual-writing activity.

**Prompt:** Learning about area music greats the "5" Royales and John Coltane benefits North Carolina students in a variety of ways.

(See **page 77** for sheet to project on the board.)

Here are some possible ideas to explore:

- Makes history engaging to students who are interested in music
- Makes history engaging to students interested in biographies
- Makes history "come alive"
- Increases pride in and understanding of this area where we live
- Deepens understanding of where today's popular music comes from
- Provides musical role models and inspires students to pursue music
- Inspires students to learn more about history (local, state, and US)

**IMPORTANT:** Let students know that Carolina Music Ways is interested in their answers. We encourage you to share student essays with us. You may want to select work from students who did a particularly good job and/or who are particularly interested in the unit. Please contact Carolina Music ways at [carolinamusicways@gmail.com](mailto:carolinamusicways@gmail.com) and we can arrange to collect the students' work.

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(Please **note:** The **optional lesson plan** for "Dedicated to the One I Love" begins on **page 78**.)

Lesson 5 - "'5' Royales: Growing up in Winston-Salem"

**Vocabulary List- Teacher's Copy**

*roots: (noun)* the origin or background of someone or something.

*pioneer: (noun)* a person or group that helps open up a new way of thought or activity.

*quartet: (noun)* a musical group consisting of four people either singing or playing musical instruments.

*spiritual: (noun)* a religious song that is usually deeply emotional that was developed especially among African Americans in the southern United States.

*sling: (verb)* to cause to move with a sudden and usually sweeping or swirling motion.

Lesson 5 - "5" Royales: Growing up in Winston-Salem  
**Reading Selection - Teacher's Copy**

(From a Carolina Music Ways'1999 interview with "5" Royales lead singer John Tanner (JT))

**Interviewer:** "Mr. Tanner, I wanted to ask you some questions about your *roots* in Winston-Salem... [Let's] start with your childhood growing up in Winston-Salem."

**JT:** "I came up in a Pentecostal church. And, Mom and Dad just carried us to Sunday school on Sunday morning, and sometimes we wouldn't get home until 9 or 10 o'clock at night. And that's all I knew! ... My father was a *pioneer* of gospel. He was one of the first blacks that had a radio program in Winston-Salem. There were only two radio stations back then, WSJS and WAIR... And my father was singing on WAIR."

**Interviewer:** "And what was his name?"

**JT:** "His name was Eugene Tanner. And he used to come on every Saturday evening at 4:30, and his song was 'Be In Time Sinner', that was his theme song. ... Everybody in the black neighborhood knew him... And I had five [younger] brothers, and I had four of them that sang *quartet spirituals*. ... They had a group called the Tanner Family. And my father used to carry them everywhere singing. And I didn't ever sing with them."

**Interviewer:** "So your father and four brothers were singing gospel with the Tanner Family, and you...?"

**JT:** "I was with the Royal Sons. We were in school together, and we used to get on the street corners, singing...strictly gospel...We was nothin' but teenagers, kids."

**Interviewer:** "[You sang] downtown on the street corners?"

**JT:** "No, in our neighborhood...Glenn Avenue and Derry Street. And, we used to get on the corner, walking up and down the street. [Lowman] Pauling, he was always a good guitar player. He had a guitar larger than he was, and he'd *sling* it across his shoulder, and we'd walk the streets singing. We just got a thrill out of singing...and we used to travel a little, you know, like West Virginia."

**Interviewer:** "How old were you when you joined the Royal Sons?"

**JT:** "Ummm, I guess ... I was 16 years old...And all the rest of the guys, we were young right there together... there was just four of us: Clarence [Pauling], Lowman [Pauling], William Samuels, and myself."

**Interviewer:** "Now, back in those days ...in addition to what you would hear on the radio and church, were there live shows [touring through Winston-Salem]?"

**JT:** "Well... when [the Royal Sons] started singing...we'd invite different popular [gospel] groups [from other places]... And, we used to invite the Dixie Hummingbirds. One time we had Sam Cooke and the Soul Stirrers. We invited the Caravans, one time. That was before Shirley Caesar joined [them]... [The groups] would perform downtown at a place in town called Pythian Hall...[and they'd also perform] at the Kimberley Park School auditorium."

**"Music's Unsung Pioneer"**

by Lisa O'Donnell

Winston-Salem Journal, December 4, 2011

*(The article is reprinted below almost in its entirety with permission from Lisa O'Donnell and the Winston-Salem Journal)*

A small obituary, lost in a wash of gray newsprint appeared halfway down Page 5 of the Winston-Salem Journal on Dec. 28, 1973, announcing the death of a one-time city resident who had lived in New York for the past 10 years.

Beyond his survivors, the obit contained nothing of the man's life, the miles he traveled, the musical masterpieces he created, the impact he made on pop culture. More than those errors of omission, the blink-and-you'll-miss-it obituary of a rock 'n' roll pioneer, arguably the most important musical figure to emerge from Winston-Salem, included one other egregious mistake.

His name was misspelled.

Which is all sadly emblematic of the life of Lowman "Pete" Pauling (misspelled *Lawman* in the obituary), a visionary guitarist and songwriter who transcended his impoverished upbringing in the coal camps of West Virginia and the streets of Winston-Salem to become one of the pillars of early rhythm and blues, only to die alone at the age of 47 while working as a custodian at a Brooklyn synagogue.

Pauling was the guiding light for The 5 Royales, a groundbreaking Winston-Salem band whose fusion of gospel and R&B in the 1950s laid the groundwork for soul and rock 'n' roll.

While most casual, and even some die-hard, music fans are unfamiliar with Pauling's name, his music has reached millions, across all genres.

Consider his most enduring composition, "Dedicated to the One I Love," which was a smash hit for the folk group The Mamas and The Papas in 1967 and sampled by hard-core rapper DMX on his 2003 song "Dogs Out."

Pauling's vocal arrangements for the Royales influenced such bands as The Temptations, and his approach to guitar left an indelible impression on Steve Cropper, best known for his guitar work with Booker T. and the M.G.'s, Sam and Dave, and Otis Redding.

Yet, even within the music industry, Pauling is regarded as a musical footnote, rarely rating a mention among the great rock 'n' roll guitarists and failing to get into the rock 'n' roll and R&B halls of fame.

Peter Guralnick, who is in the pantheon of great American music writers, is emphatic in his praise for Pauling, citing his singular body of work with the Royales.

"It is a miscarriage of justice that they are not in the Rock and Roll Hall of Fame," Guralnick said. "In fact, they should have been among the first because of their

"Music's Unsung Pioneer" Winston-Salem Journal article (page 2)

influence, which cuts across every category. They were as great as anyone out there."

It's an oversight that Cropper hopes to correct with "Dedicated: A Salute to the 5 Royales," his all-star tribute album that includes such A-listers as B.B. King, Steve Winwood, Lucinda Williams and Queen guitarist Brian May.

The album has unleashed a flood of publicity and received warm reviews in such media outlets as The New York Times, the Wall Street Journal, National Public Radio and Mojo, a British-based music magazine, while sparking a renewed interest in Pauling and his band mates, all of whom have died.

"I hope the audience sees this as an educational tool, to look at where music started, and maybe I can stir some interest," Cropper said from his home in Nashville, Tenn. "It's all about educating ears."

Cropper, whose songwriting credits include "(Sittin' on) The Dock of The Bay," "In the Midnight Hour" and "Knock on Wood," became enamored with Pauling after watching him perform one night at a theater in Memphis, his guitar slung low in his trademark style.

"Some people might look at the comedy aspect of that, maybe comparing it with the way Chuck Berry played behind his back. But I didn't see the humor in it," Cropper recalled.

"I thought it was the coolest thing I had ever seen."

### **Don't Try to Figure Out Where I Come From**

That first line from the Royales' 1957 song, "The Slummer the Slum," serves as an apt warning for Pauling researchers.

Thanks to the exhaustive research of Greensboro businessman J. Taylor Doggett, much is known about the Royales' recorded history. But details about Pauling's personal life are scarce.

Most of his contemporaries are dead or their memories have faded. Compounding matters was Pauling's penchant for secrecy, even mystery. His widow, Elise, and only child, Darryl, both of whom still live in Winston-Salem, describe a quiet man who spent most of his adult life crisscrossing the country in a station wagon with his band.

"He'd get quiet, very quiet," Elise recalled one day while sitting in the house on Rich Avenue that she shared with Pauling. "You'd never know what he was thinking." Pauling also seems to have given few interviews.

*(continued)*



*"Music's Unsung Pioneer" Winston-Salem Journal article (page 3)*

This we do know: Pauling was born in South Carolina on July 14, 1926, the second of Lowman Sr. and Arsula Pauling's four children, all of whom are dead.

About the time he was 9, his parents divorced, and Pete, as his family and friends called him, and his younger brother, Clarence, were sent to live with their father in a coal camp near Bluefield, W.Va.

A coal miner who later died of black lung disease, Lowman Sr. introduced his sons to music, leading a gospel group that rehearsed weekly in the Pauling home.

The Pauling brothers, just two years apart, were a tight twosome, known to locals as Pete and Repeat, according to Bettye LaVette, who once dated Clarence and sings on the "Dedicated" tribute album.

Clarence Pauling, it is worth noting, became a major figure at Motown, producing early Temptations' records and shepherding the career of a young Stevie Wonder. He later dropped the "ing" from his name to avoid confusion with his brother.

In a 1990 recorded interview with his daughter, Alexis, that has been posted on a website devoted to soul music, Clarence recounted a childhood filled with music.

Contrary to popular belief, the coal camps of southern West Virginia were not culturally isolated, but they rang with all kinds of music, from country music blasting from WLW, Cincinnati's powerful AM station, to vaudeville tunes performed at traveling shows, to gospel and blues songs that workers brought with them on their northern migration, said Christopher Wilkinson, a professor of music history at West Virginia University.

Some of the top jazz acts of the day — Ella Fitzgerald, Jimmy Lunceford and Count Basie — frequently played to the large population of black coal workers in the Bluefield area, Wilkinson said.

Clarence had vivid memories of watching some of these bands from afar, studying their complex orchestration and melodies. No doubt his big brother, Pete, was at his side.

Pete [Lowman]Pauling soon discovered another means of musical expression. Using a cigar box and strings, the industrious Pete built a guitar, plucking on it all day and sleeping beside it each night, Clarence told Goldmine magazine in 1993.

...The musical life they led in West Virginia surely planted a seed in each of them. Back to live with their mother in Winston-Salem as teenagers, the Pauling brothers formed a gospel group with assorted family members and friends in the late 1930s and began singing in local churches, with Pete Pauling singing and playing guitar.

The act, which later became the Royal Sons Quintet, became so popular that three radio stations — WSJS, WAIR and WAAA — broadcast them on Sunday mornings.

*(continued)*

*"Music's Unsung Pioneer" Winston-Salem Journal article (page 4)*

One day in 1948, Pauling and a friend, William Samuels, crossed paths with the Maye sisters at Macedonia Holiness Church.

With his coffee-colored complexion, doleful eyes, pencil-thin moustache and wisp of hair beneath his bottom lip, Pauling cut a striking figure. He and Elise Maye exchanged phone numbers and later went to see a movie.

"He seemed to be a nice gentleman," she said. Three years later, they were married in High Point and settled into a comfortable life, with Pauling playing steadily with the Royal Sons.

But change was just around the corner.

**Too Much of a Little Bit**

In 1951, executives at Apollo records in New York caught wind of the Royal Sons and traveled to Winston-Salem to record two demos at the old Fries Auditorium at Winston-Salem State University.

The tunes, "Bedside of a Neighbor" and "Journey's End," were straight gospel tunes, no different from what they had been singing for years.

Impressed with the band's stunning harmonies and the soaring vocals of Johnny Tanner, Apollo called the band up to New York to record a mix of gospel and R&B songs, many of which were written by Pauling.

Apollo executive Carl LeBow must have sensed that with a little tweaking, the Royal Sons, which now consisted of Pauling, Otto Jeffries, Tanner, Obadiah Carter and Jimmy Moore, could compete with The Dominoes, The Clovers and other vocal groups in the burgeoning R&B market. After a 1952 session, the makeover was complete, and the Royal Sons became The 5 Royales. (Tanner's brother, Eugene, later joined the group, replacing Jeffries.)

By February 1953, Pauling's composition, "Baby Don't Do It," hit No. 1 on Billboard's R&B chart, followed a few months later by another Pauling-penned song, "Help Me Somebody," a title that came from a refrain frequently uttered by a preacher at Shiloh Baptist Church in Winston-Salem.

Although little is known about Pauling's songwriting habits — his son and widow never saw him write or fiddle with his guitar at home — he clearly had no trouble switching from gospel to the raunchier R&B style...

...With his songs selling hundreds of thousands copies, Pauling and the band hit the road for months at a time, playing for segregated audiences at such legendary venues as the Apollo Theater in Harlem and rubbing elbows with the likes of Little Richard, Sam Cooke and James Brown.

*(continued)*

*"Music's Unsung Pioneer" Winston-Salem Journal article (page 5)*

On stage, Pauling, not about to be outdone by Chuck Berry, Bo Diddley and other guitar slingers of the era, was a picture of cool. With perfectly creased slacks and matching jacket, processed hair and a Gibson Les Paul hanging down to his knees, Pauling cut loose, delivering manic blasts of notes colored with distortion, his fingers blazing up and down the fret board, even playing with his feet.

On those rare shows in Winston-Salem, the band packed them in at armories, warehouses and a hotspot called the Kosmopolite, now a Mason's temple on Old Greensboro Road.

Rudy Anderson has fond memories of the Royales' shows he saw at the Kosmopolite.

"That group was always energetic," said Anderson, who is 85. "They'd make you get up and do it. And Pauling was what you might call the Daddy of Funk. He was a funky guitar player."

The 5 Royales moved to King Records in 1954, becoming label mates with James Brown, who frequently cited Pauling and the 5 Royales as major influences.

Brimming with confidence, Pauling took over guitar duties on the band's recorded songs beginning in 1957, punching up such songs as "Think" and "Dedicated to the One I Love" with stinging riffs and licks that hinted at the guitar's growing role in pop music.

...For all its hits on the R&B charts, mainstream success eluded the band, forcing them to tour endlessly to pay the bills. Pauling, as the band's chief songwriter, should have generated a steady income but, like many R&B pioneers, he apparently signed away many of his rights.

...Weary of the road and unable to recapture the glory of the 1950s, most of the original members quit in the early 1960s and returned to Winston-Salem, finding blue-collar jobs, returning to church and disavowing show business.

With his brother Clarence writing hits for Stevie Wonder and Marvin Gaye, it's not a stretch to imagine that Pauling couldn't stomach the thought of returning to a sleepy, segregated Southern city and taking up manual labor.

He moved to Brooklyn in the mid-1960s, toured as a guitar player with Sam and Dave's band, played in clubs under the moniker El Pauling and developed a comedy act with his older brother, Curtis.

Pauling never produced another hit, and he fell on hard times...He finally took a job as a custodian at a Brooklyn synagogue.

Often careless with medicine to control his epilepsy, Pauling went to work one day, suffered a seizure and died on Dec. 26, 1973.

Lesson 5 - "5" Royales:  
**Timeline Events List**  
(for teacher to project on the board)

Students should add these events to the correct places in the "5"Royales column of their timelines:

- 1932-Tanner and Pauling grow up in musical families; Tanner attends segregated Kimberly Park School
- 1938 - Royal Sons Quintet (gospel) forms in Winston-Salem
- 1943 - Tanner joins U.S. army
- 1945 - Tanner returns home and rejoins Royal Sons Quintet
- 1961 – Shirelles release “Dedicated to the One I Love”
- 1965 - “5” Royales career ends
- 1967 – The Mama’s & the Papas release “Dedicated To the One I Love”



**Lesson Plan**

**For "Dedicated to the One I Love" (OPTIONAL)**

**Note:**

- This is especially good for Language Arts, but also works for Social Studies.
- It is suitable for a range of ability levels.

**Pre Reading:**

**I. Materials:** Each student should receive a copy of these reading selections, as well as the corresponding vocabulary lists and multiple-choice questions. (For templates, see "Student Handouts" section in the back in a plastic cover.) If you do not want to give each student a vocabulary list, project one on the board for the class.

**II. Listening Selection:** Play "Dedicated to the One I Love" by the "5" Royales. You can get it from i-tunes or find it on You-Tube. You can also find it on the CD *Dedicated to You*, for sale online.

**III. KWL Guiding Questions for "Dedicated to the One I Love":** Ask students questions such as these to activate their prior knowledge for the KWL:

*"Has anyone ever heard this song? What do you think it might be about?"*

*"What are the 'Billboard Charts'?"*

*"Other performers recorded this song. What are some examples of songs you know that are recorded by more than one group?"*

Students can fill in the "K" and the "W" sections of the KWL before moving on.

**IV. Vocabulary Preparation:** Review with students vocabulary for "Dedicated to the One I Love." Please refer to "Vocabulary Preparation" directions on page 9 if needed.

**V. Reading:** It is up to you whether your students read silently, in pairs, etc.

If you do this lesson in class, you might want to choose this approach:

- Project lyrics for group reading. You may model reading lyrics as a poetic form.
- Ask students to underline key words or phrases in the lyrics that show the author's main idea.
- Students discuss what words they underlined and what they think the song is about. Ask them, *"How did the songwriter feel when he wrote this song?"*

*(continued)*

*Teacher's Guide Middle School Unit: John Coltrane/"5" Royales*  
Lesson 5 - "5" Royales:  
"Dedicated to the One I Love" (OPTIONAL)  
**Lesson Plan- (continued)**

**For "Dedicated to the One I Love" (continued)**

Part 2: "Background Information":

- Students read first two paragraphs and pay attention to any new information they learned about the meaning of the lyrics.
- Ask questions such as:
  - "To whom was the song written?"*
  - "In your opinion, did writing the song make the songwriter, Lowman Pauling, feel better or worse?"*
  - "What about his wife?"*
- Students then read last two paragraphs and underline names of singers or groups who performed the song over the years.

**After Reading:**

**VI. Completing the KWL:** After students read and analyze the selection, you can return to the KWL and complete the "Learned" section.

Lesson 5: "5" Royales: "Dedicated to The One I Love" (OPTIONAL)

**Vocabulary List -Teacher's Copy**

*Billboard Charts* rank each week the most popular songs in the United States #1 through #100. The results are published in [\*Billboard\*](#) magazine.

*rousing*: (*adjective*) causing excitement.

*groundbreaking*: (*adjective*) used to describe someone or something that introduces something new, such as a new way of performing.

*harmony*: (*noun*) any combination of musical notes sounded at the same time.

*soul*: (*noun*) music that originated in African American gospel singing, is closely related to rhythm and blues, and is characterized by intensity of feeling and a down-to-earth attitude.

*reggae*: (*noun*) popular form of Jamaican music that combines native styles with rock and soul music.



Lesson 5 - "5" Royales: "Dedicated to the One I Love" (OPTIONAL)

**Reading Selection- Teacher's Copy**

SONG LYRICS:

This is dedicated to the one I love.

While I'm away from you, my baby,  
I know it's hard for you, my baby,  
Because it's hard for me, my baby,  
But the darkest hour is just before day.

CHORUS:

Each night before you go to bed, my baby,  
Whisper a little prayer for me, my baby.  
And let's tell all those stars above  
That this is dedicated to the one I love.

Life can never be exactly  
Like we want it to be.  
But I can be satisfied  
Just knowing you love me.

But there's one thing I want  
You to do especially for me.  
And it's something that everybody needs.  
[Repeat CHORUS 2x]

This is dedicated to the one I love.

---

Background Information on Song:

"Dedicated to the One I Love" is probably the most well-known song written by the "5" Royales. Over the years, a variety of performers have made it famous.

The "5" Royales released the song in 1957. It did not make it to the *Billboard Charts* until 1961, when it made it to # 81. Eugene Tanner, Jr., John Tanner's brother, sang the lead vocals. Backing them up is Lowman Pauling's *rousing* guitar playing. Pauling wrote the song with Ralph Bass, a record producer. According to Pauling's wife, Pauling wrote the song for her at their home in Winston-Salem on one of his short breaks from touring. The song is about being away from someone you love.

Four years later, the Shirelles version reached *Billboard Charts* #3. The Shirelles were a *groundbreaking*, female, African American *harmony* singing group. Their version sounded smoother. The guitar playing was replaced by their melodic voices.

Over the following four decades, performers continued to record "Dedicated to the One I Love." In 1967, the Mamas & the Papas released their version. It reached #2 on the *Billboard Charts*. In the 1970s, the Temprees released a *soul* version. In the 1980s, Bernadette Peters released the song. In the 1990s, Bitty McLean put her own *reggae* style on the song, and Linda Ronstandt made it the title song of her album.



Date:

Dear Parents,

Your child recently finished a unit on great North Carolina musicians—jazz legend **John Coltrane** and rhythm and blues pioneers the “**5**” **Royales**. The unit focused on the lives of these legendary musicians and the times in which they lived.

Thanks to funding provided by the **Arts Council of Winston-Salem and Forsyth County** and the **Wells Fargo Foundation**, your child has seen or will see *Carolina Live!—Our Musical History*. This live show features songs made famous by John Coltrane and the “5” Royales, as well as other North Carolina music greats.

Carolina Music Ways, a nonprofit organization based in Winston-Salem, created the show and related classroom unit in partnership with the Winston-Salem/Forsyth County Schools. We are pleased to bring this unique, standards-aligned program to your children.

We hope that learning some about our state’s musical history will inspire your child to dig deeper into the world of NC music. As a North Carolinian, he/she will be following in the footsteps of some of the world’s finest musicians.

For more information about North Carolina’s music, please visit **[www.carolinamusicways.org](http://www.carolinamusicways.org)**. Visit to the “Explore” section to dig deeper into North Carolina musical history, styles, and music greats. There’s also information on music festivals where you and your child can hear our state’s amazing music.

Sincerely,

*Elizabeth Carlson*

Elizabeth Carlson, Ed.M.  
Education Director  
Carolina Music Ways

## Jazz Overview

Jazz is one of the only art forms that originated in America. Jazz emerged in New Orleans in the early 1900s, and soon became popular throughout the Southern United States. Eventually, jazz's popularity became widespread throughout the country.

### Music Style and Instruments

Jazz uses improvisation, in which the musicians (or musician) create new music as they are performing. This technique gives jazz an exciting, flashy feel. Jazz utilizes brass instruments (such as the trumpet, the cornet, and the slide trombone), wind instruments (such as the clarinet and the saxophone), drums, guitars, pianos, and upright basses.

### Jazz Roots

Jazz was inspired by African-American music styles of the 1800s, including field hollers, blues, spirituals, and ragtime. These styles converged in New Orleans in the early 1900s. The black musical forms combined with the classical European music played by Creoles (New Orleans residents of French and African origin) to create jazz. Brass bands of self-taught African-American musicians playing in funeral processions and parades played a key role in the growth of early jazz in the city. The popularity of jazz soon spread across the country.

### The 1920s

The 1920s is referred to as *the golden age of jazz* because of its popularity and growth during the period. Commercial radio stations in the 1920s played the music of performers such as Louis Armstrong and Duke Ellington, allowing people across the country to hear jazz. The development of new musical techniques, such as the stride piano and scat singing, helped jazz blossom from simple music to a more complex form.

### The Swing Era

The popularity of swing flourished from the mid 1930s to the mid 1940s. This new style of jazz consisted of four beats to the bar; people commonly danced to it. The boogie-woogie piano style was also popular. Bands of swing musicians played in concert halls and ballrooms across the country, and jazz vocalists such as Ella Fitzgerald, Billie Holiday, and Nat "King" Cole became enormously popular. The swing era also saw an easing of racial segregation musically; blacks and whites began to play in the same bands.

### 1940s – '70s

The early 1940s saw the rise of bebop. During the 1940s and '50s, jazz spread internationally and became more experimental. Many jazz musicians in the 1950s incorporated musical styles from around the world into their music. In the 1960s, free and avant-garde jazz became popular. The '70s gave rise to jazz fusion, blending jazz and rock.

### Jazz In Our Region

Jazz came here around the 1920s. John Coltrane, one of jazz's most famous musicians, grew up in High Point in the 1930s. During the 1950s and '60s, the Atkins High School Jazz Band in Winston-Salem was a training ground for artists who formed their own jazz and R&B groups. Many of these musicians studied under renowned public school music educators Harry Wheeler and Bernard Foy. For more information, visit [www.carolinamusicways.org](http://www.carolinamusicways.org) and go to the "Explore" section.

*Teacher's Guide Middle School Unit: John Coltrane/"5" Royales*  
**Rhythm and Blues Overview**

Rhythm and Blues (R&B) is used to describe most music in the late 1940s and '50s geared toward an African American audience. While it was originally popular with African Americans, R&B eventually became popular with whites. In the mid '50s, R&B was a primary influence on early rock and roll. By the mid '60s, R&B became known as "soul" music.

**Roots**

Rhythm and blues was mainly influenced by jazz, blues, and African American gospel music. It primarily developed in major urban areas with large African American populations, such as Chicago, New York, Los Angeles, Memphis, and Cincinnati. Originally marketed under the term "race" music, its name was changed due to concern that the term sounded too harsh.

**Instruments and Styles**

Early R&B bands typically used drums, electric guitars, basses, saxophone, keyboards, and vocals. The sound was usually danceable and upbeat. Beginning in the late '40s, three major styles of R&B emerged: "Race" Music, which was typically in the form of a jump blues band featuring a lively sound performed by a small ensemble (Louis Jordan, The Tympany Five); Chicago blues, with its loud performances performed on mostly electric equipment (Muddy Waters, Howlin' Wolf); and Vocal Style, featuring a vocal group singing harmony and often coming from the African American gospel tradition ("5" Royales, The Dominoes).

**Late 1940s**

Around 1948, music geared toward African Americans began to be marketed as "rhythm and blues" by independent labels such as Chess and Atlantic. In 1949, the term replaced the category "Race Music" on the Billboard Charts. Major R&B artists of this period included Louis Jordan and Tiny Bradshaw.

**1950s**

In 1951, Cleveland DJ Allan Freed began referring to the R&B music he was playing as "rock and roll." Despite lack of attention from them at first, white teenagers began notice the music around 1953. By 1955, it became wildly popular with them, but also became controversial with parents due to racial tensions and/or some of the lyric's adult content.

By the late 1950s, the popularity of R&B peaked and was popular with both African American and white listeners. Artists such as Little Richard, Carl Perkins, James Brown, Chuck Berry, and Fats Domino soared on the charts. It was common for white performers to release their own versions, or "covers," of songs originated by African American artists. Elvis Presley used R&B as a main influence on his rock and roll music. Soon, many African American R&B artists also began to move to a more rock sound.

**1960s**

By the early '60s, R&B had been renamed "soul" music by the charts and fans. Motown Records was launched and would usher in the new sound. In Britain, bands began to frequently cover American R&B songs. These bands included The Rolling Stones and The Yardbirds.

**R&B in North Carolina**

Of the R&B groups from the North Carolina Piedmont, the pioneering vocal group from Winston-Salem, the "5" Royales, made a big mark on the national music scene. In 2015, they were inducted into the Rock & Roll Hall of Fame under its "Early Influence" category. Other more locally oriented '50s and '60s R&B groups from the Winston-Salem area, such Gore and the Upsetters and the Eliminators, performed for private functions attended primarily by African Americans. Oscar "Daddy-Oh" Alexander, a popular DJ of the period, played hit R&B songs on WAAA and WAIR and influenced local musical tastes.

*Teacher's Guide Middle School Unit: John Coltrane/"5" Royales*  
**Rock & Roll Hall of Fame's**  
**Biography of the "5" Royales**

In 2015, "5" Royales were posthumously inducted into the Rock & Roll Hall of Fame under the "Early Influence" category. This is the Hall of Fame's official statement:

*"The '5' Royales are responsible for crafting some of rock and roll's first true standards. Over the course of two decades, from 1945 to 1965, the group created a remarkable body of work that laid the foundation for a host of music that followed in its wake, with pivotal recordings and performing techniques that helped define a variety of styles under the rock and roll umbrella. The group transitioned to secular music by the early 50s, and they were among the very first to incorporate elements of gospel, jazz and blues into the genre of group vocal harmony.*

*Their resoundingly soulful sound was built around the dual-lead vocals of siblings Johnny and Eugene Tanner. That combination paired perfectly with Lowman Pauling's exceptional songwriting and innovative guitar playing, which profoundly influenced the likes of Steve Cropper and had many similarities to the single-string soloing favored by Albert King and Freddie King.*

*With a move to King Records in Cincinnati, Ohio, in 1954, the "5" Royales hit a stride that produced "Dedicated to the One I Love," which decades later became a hit with versions by the Shirelles and the Mamas & the Papas; and "Tell the Truth," later recorded by Ray Charles and also covered by Eric Clapton. The "5" Royales' "I Think" was a Top 10 R&B hit in 1957 and is a nearly unclassifiable masterpiece. In 1960, "Think" made the R&B Top 10 for a second time in a radical re-working by James Brown and the Famous Flames that pointed toward future funk classics like "Papa's Got a Brand New Bag" and "Cold Sweat." In 1993, Rolling Stones frontman Mick Jagger recorded a version of "Think" for a solo album, Wandering Spirit. Not long after recording a handful of singles produced by James Brown, the "5" Royales disbanded in 1965."*

**Source:** <https://rockhall.com/inductees/the-5-royales/bio/#sthash.5ZKLVNFt.dpuf>

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**Literacy Skills Matrix for Multiple Choice Questions**

**Lesson 1 - John Coltrane: An Introduction**

	<b>Literacy Skill</b>	<b>RBT Level</b>
1. What is the main idea of this selection? (North Carolinian John Coltrane is a great American jazz musician.)	identifying the main idea	analysis
2. According to this selection, Coltrane grew up in High Point under segregation. What can you assume was true for Coltrane as a boy? (He sat separately from white people in public places.)	expanding vocabulary	application
3. What is the <i>most likely</i> reason the author includes the information that Coltrane grew up under segregation during the Great Depression? (to show that events in American history effected young Coltrane.)	expanding vocabulary	analysis
4. What did John Coltrane do to become a great musician? (He practiced all the time.)	locating relevant information	knowledge
5. What evidence in this selection suggests that Coltrane was influenced by many different kinds of music? (He studied music in India.)	locating relevant information	knowledge/ identifying
6. According to the second to the last paragraph, what was a likely reason people liked Coltrane? (He was helpful.)	making inferences	analysis
7. In paragraph 6, what does the information in parentheses indicate? (The quote before it is on page 232 in a book written by Porter.)	locating relevant information	analyzing/ identifying components

**Optional Questions:**

8. What is the author's purpose in writing this passage? (to give the reader an overview of John Coltrane's life and career.)	author's purpose	analysis
9. According to this selection, which of the following is true? ( Some of America's greatest musicians come from North Carolina.)	locating relevant information	knowledge/ identifying
10. Which of the following statements is correct? (The Civil Rights Movement happened during the 1950s and '60s.)	locating relevant information	knowledge/ identifying
11. What words best describe Coltrane's music? (a large variety of sounds)	establishing criteria	evaluation
12. When the selection states in paragraph 6 that "music expressed what was in his mind and heart", what does this suggest about Coltrane? (that his music expressed his thoughts and feelings)	making inferences	generating

**Lesson 2 - John Coltrane: The Early Years, Part 1**

	<b>Literacy Skill</b>	<b>RBT Level</b>
1. The first paragraph says that Hamlet and High Point are both in the "Piedmont region" of North Carolina. What does "Piedmont region" mean? (the central area of North Carolina)	expanding vocabulary	knowledge
2. Paragraph 3 quotes Coltrane's cousin Mary as saying, "Every time he opened a book and it said that it was from the white school that just got to him." What does "that just got to him" mean? (Coltrane felt upset and angry.)	author's word choice	applying
3. According to paragraph 4, what <i>most likely</i> is true? (Coltrane's family had enough food and clothes during the Great Depression.)	making inferences	generating
4. What evidence supports Coltrane's statement in paragraph 5, "My family was passionate about music"? (His father and mother played instruments.)	details	applying
5. Why did Coltrane and cousin Mary sit in the upper balcony when they watched swing bands touring through High Point in the 1930's? (because they were African Americans.)	making inferences	analysis

**Optional Questions:**

6. What does this selection suggest about Coltrane's family in High Point? (They were well-know and respected.)	making inference	generating/ inferring
7. What is the main topic in paragraph 3? Coltrane was deeply upset by segregation during his childhood.)	main idea/ details	analysis
8. Where did young Coltrane experience music growing up in High Point? (home, school, theaters, parks, church)	referencing the text	knowledge/ identifying
9. In paragraph 6, Coltrane's cousin Mary explains that when she and	cause/ effect	analysis/

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Coltrane listened to the radio, “We listened to everything....everybody, you name it.” How might this experience have influenced Coltrane? ((becoming interested in many music styles and performers.)

10. How did Coltrane and his classmates probably feel about the morning school assembly program described in paragraph 7? (They enjoyed singing together.)

making inference    generating

**Lesson 2 - John Coltrane: Early Years, Part II**

1. How does the reader know that this selection is an historic biography? (The information is about a real person who lived in the past.)

**Literacy Skill**  
genre/ reading a variety of informational texts  
**RBT Level**  
organizing/classifying

2. The main idea in paragraph 1 of this selection is that when Coltrane was in 7<sup>th</sup> grade, a number of tragedies changed his life. Which detail supports the main idea? (His grandfather, father and grandmother died.)

analyzing

3. In this selection, what is the purpose of the underlined subtitles? (to let the reader know what the selection is about)

text features    analysis

4. Which statement is correct? (Coltrane left High Point before he joined the Navy during World War II.)

locating relevant information    organizing/ordering information

5. Which is the best summary for “Early Years, Parts I and II”? (Coltrane grew up in segregated High Point and had a childhood filled with music.)

determining main idea and detail    evaluating/assessing

**Optional Questions:**

6. According to this selection, which of the following is true? (Coltrane began playing music about the time his father died.)

identifying relevant information    organizing

7. What is the *most likely* reason the author writes about Coltrane practicing the saxophone all the time in high school? (She wants readers to learn that practice is necessary to improve a skill.)

referencing the text and making inferences    generating/infering

8. What is the *most likely* reason the author gives many details about Coltrane’s musical experiences growing up in High Point? (She wants readers to know that Coltrane’s childhood was filled with music.)

making inferences    generating/infering

**Lesson 3 – John Coltrane: “My Favorite Things”**

1. The selection states that Coltrane became known as an “innovative” musician. This means that he.... (played music in new and inventive ways.)

**Literacy Skill**  
expanding vocabulary    **RBT Level**  
applying

2. Which statement is true? (Coltrane became famous during the Civil Rights Movement.)

connecting information    knowledge/recalling

3. The Greensboro Sit-In was an important event of the Civil Rights Movement. What evidence *best* indicates that this is a fact rather than an opinion. (Stories about the Greensboro Sit-In were in newspapers around the country.)

referencing the text    analyzing

4. Who do you think is *most likely* to enjoy John Coltrane’s “My Favorite Things”? (People who like all kinds of music.)

using prior knowledge and making inferences    generating/infering

5. Paragraph 5 quotes Coltrane as saying, “I’ve found you’ve got to look back at old things and see them in a new light.” Based on this, which statement is *most likely* true? (Coltrane enjoyed creating a new version of “My Favorite Things.”)

making inferences    generating/infering

**Optional Questions:**

6. What evidence supports the opinion that Coltrane’s version of “My Favorite Things” sounded more “innovative than the Broadway musical version? (Coltrane’s version had a section that sounds like music from India.)

referencing the text    analyzing

7. What is the most likely reason the author includes the information in the last paragraph? (She is suggesting that Coltrane’s father probably

making inferences    generating/infering

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influenced his son musically.)

**Lesson 4 - “5” Royales: An Introduction**

	<b>Literacy Skill</b>	<b>RBT Level</b>
1. Why did the author describe the “5” Royales as a “pioneering” group? (The group was among the first to sing secular music in a gospel style.)	expanding vocabulary	analyzing
2. What evidence can you find that the author’s purpose is to inform the reader? (The author describes the “5” Royales using facts and quotes from history.)	referencing the text	analyzing
3. According to this selection, what characteristic was used to segregate people and keep them apart in public areas? (People were segregated into groups by race.)	referencing the text	knowledge/identifying
4. What connection do many students in Winston-Salem have to the “5” Royales? (Both grew up in Winston-Salem.)	referencing the text	analyzing
5. When the author wrote that the “5” Royales were “tearin’ the house up,” what did she really mean? (The audience really liked the show.)	figurative language	organizing/representing
6. What evidence does the selection give that the “5” Royales “had a big influence on famous soul and rock and roll stars? (Guitarist Lowman Pauling’s guitar playing style influenced Eric Clapton.)	identifying text details	knowledge/identifying
7. In the days of segregation before the Civil Rights Act of 1964, the “5” Royales...(would go around the back of the restaurants to get their food.)	referencing the text	knowledge/recalling

**Lesson 4 - “5” Royales: Birmingham, Alabama, 1963 – “Historical Background”**

	<b>Literacy Skill</b>	<b>RBT Level</b>
1. From the author’s description in paragraph 1, what word best describes the mood in Birmingham, Alabama, on May 3 <sup>rd</sup> , 1963? (tense)	making inferences	generating/infering
2. Which statement is most likely true? (The marchers were in danger.)	making inferences	generating/infering
3. When Dr. Martin Luther King, Jr. told parents of the children who were in the march, “The eyes of the world are on Birmingham”, what did he <i>probably</i> mean? (People around the world were seeing photos on TV of the march.)	making inferences	generating/infering
4. After President Lyndon Johnson signed into law the Civil Rights Act of 1964: (it was illegal for restaurants to turn away African American customers.)	expanding vocabulary	applying

**Lesson 5 - “5” Royales: Birmingham, Alabama, 1963 – “The ‘5’ Royales Were there”**

5. Why do you think the author most likely put the “Historical Background” section before the “The ‘5’ Royales Were There” section? (She wanted readers to view Tanner’s experience as part of American history.)	making connections to prior knowledge	analyzing
6. Paragraph 3 quotes John Tanner as saying, “And, we had New York tags on our car... New York tags and six big black boys sitting up in the car.” What most likely was John Tanner thinking at the time? (I am scared that the police will stop us.)	making inferences	generating/infering
7. How is John Tanner’s description of May 3 <sup>rd</sup> , 1963 in Birmingham, Alabama, different from the description the author gives in the “Historical Background” section? (Tanner’s description is more personal)	comparing attributes	organizing/comparing
8. How can interviews help students understand history? (They connect readers to real people who lived at the time.)	Identifying elements of nonfiction	applying or generating