Unit 4/Week 4

Title: Satchmo’s Blues

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.7; RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Hard work, drive, and perseverance eventually pay off.

Synopsis

Young Louis Armstrong, “Satchmo,” longs to play the horn, but his family has no money for such things. He was inspired to learn to play the coronet by listening to a local New Orleans jazz band. He decides to earn the money himself by doing chores, running errands, and selling items.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher continues to read the text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Describe the type of place New Orleans is. | New Orleans sits along the mighty Mississippi River in southeastern Louisiana. It is the home to red beans and rice, jazz music, and a musician named Louis Armstrong. |

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| What did Louis do on hot summer nights? | Louis sat outside Economy Hall and listened to the Eagle Band play some of the best jazz music in town. He watched his favorite musician Bunk Johnson, blow his coronet until the roof trembled. Louis dreamed of one day being just like Bunk Johnson. |
| Read the following lines: Begin with “Louis and his family lived on Perdido Street, “back o’ town”… and end with “not enough for a coronet anyway.” What evidence does the author use to support Perdo Street being the poor part of town? Use evidence from the text to describe what the phrase “back o’ town” means. | “Back o’ town” means the poor part of town. A tough neighborhood, with broken bottles, mangy dogs, and kicked in fences. |
| Despite the “back o’ town being poor, why did Louis like it there? | The “back o’ town” is a tough neighborhood where Louis and his family lived. It’s where the music is played. The “front o’ town” is where the businesses, like the produce market, shops, and pawnshops are located.  Louis didn’t mind the “back o’ town”. At night when the lanterns were lit and Willie Reed brought out his fiddle, it was just like being in Economy Hall, with everyone clapping and dancing on boards. |
| If things are fair, they are just. No one has any advantages over anyone else. For example, it wouldn’t be fair if some students got extra recess and others didn’t. What did Louis think was unfair? | Louis wanted to buy a horn that was sitting in a pawnshop window. He wanted a musical instrument. He didn’t have enough money to spend the $5.00 that the horn cost which was unfair because he was poor. |
| What happens when Louis asks Santiago, the pieman, to borrow his horn? | We learn that he thought he could blow into it to blow music, but he was unsuccessful. We learn that Louis was not going to give up. He wanted to “turn that awful ppphhh into something wonderful”. He was determined to be a jazz musician. |
| What is Louis doing when his mother asks him what he was doing with his lips? | He was pretending to blow into a horn. |
| What challenges does Louis face in trying to earn money for the horn? | Louis had to poke “through the trash looking to find onions he could sell to restaurants”, he had to use a knife to cut out the “rotten parts”, and he had to listen to Beatrice discourage him when she said, “you’re not going to find a horn that way” when he was trying to find onions to sell. |
| How did Louis do everything he could do to earn the $5.00? What kind of things did he do? | He sold rags and coal, ran errands for the neighbors, collected and sold onions, cleaned tombstones, and pulled weeds. |
| Louis had a “hard choice to make.” What was his choice, and what does his choice tell us about him? | Louis gave his Mama the quarter to help pay for the jambalaya because it was his sister’s birthday. His Mama needed more money to buy the ingredients and reminded him that he needs to chip in and not always think of himself. Louis knew giving the quarter to his mother meant that he was further away from earning the money for his dream, the coronet. We learn that Louis is unselfish from his choice. |
| What evidence from the text demonstrates how Louis felt at the pawnshop? | Louis was so excited he ran to the pawnshop without his shoes. Louis felt proud when he flung his money on the counter and exclaimed, “That horn is mine!” |
| Louis whispered to the stars, “Someday, I’m gonna blow you right out of the sky.” What do you think he meant by that statement? | Louis meant he would only get better at playing the coronet because he was determined to improve. “He wanted to turn that awful ‘ppphhhh’ into something wonderful---something so hot and jazzy that everyone would come running”. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | cornet (context)  valves  errands  gospel  produce  suspiciously  grunted | plunk  tombstone  lanterns |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | paused  streaming  flung | brass  mangy  bursting  propped |

Culminating Task

* *What events in Louis’ childhood contributed to his dream of making music that would make the “stars go spinning”?*

Answer:

* Louis sat outside Economy Hall and listened to the Eagle Band play some of the best jazz music in town. He watched his favorite musician Bunk Johnson, blow his coronet until the roof trembled. Louis dreamed of one day being just like Bunk Johnson.
* Louis didn’t mind the “back o’ town”. At night when the lanterns were lit and Willie Reed brought out his fiddle, it was just like being in Economy Hall, with everyone clapping and dancing on boards.
* We learn that he thought he could blow into it to blow music, but he was unsuccessful. We learn that Louis was not going to give up. He wanted to “turn that awful ppphhh into something wonderful”. He was determined to be a jazz musician.
* He sold rags and coal, ran errands for the neighbors, collected and sold onions, cleaned tombstones, and pulled weeds in order to earn money to buy a horn.

Additional Tasks

* *Why is the story titled “Satchmo’s Blues”? Keep in mind the story is an informational narrative. Describe Satchmo’s personal life relevant to music and achievements in a poster, which includes at least two relevant pictures that pertain to Satchmo’s life.*

Answer: Louis in the story is actually Louis Armstrong, and Satchmo is Louis Armstrong’s nickname. Louis danced for pennies in the streets as a child and held the pennies in his mouth to prevent older children from stealing them. He used his mouth as a satchel, which is where Satchmo derived.

* *Readers’ Theater: Students are organized into small groups and each group chooses a scene from the story. Two students read the scene while the other group members act out what is being read. Students are directed to practice reading the scene aloud accurately and fluently using appropriate facial expressions, volume, and pacing.*

Note to Teacher – ELL Component

* For the Additional Task 1 – ELL Component, the Teacher can check out several books on Louis Armstrong to keep in the class for students to use, request the schools Librarian to utilize Library time for students to research Louis Armstrong, or request students check out materials on Louis Armstrong. The Teacher may also play Louis Armstrong’s music in class during a Reading Research block. The posters can be typed or handwritten with drawn pictures or clipart from the computer. They don’t necessarily have to be on poster board. Large construction paper would be sufficient. Students can have a Gallery Walk to see each other’s posters. The Teacher can have student’s share in pairs what they discovered and choose a few students to share.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Satchmo’s Blues”**

1. Describe the type of place New Orleans is.
2. What did Louis do on hot summer nights?
3. Read the following lines: Begin with “Louis and his family lived on Perdido Street, “back o’ town”… and end with “not enough for a coronet anyway.” What evidence does the author use to support Perdo Street being the poor part of town? Use evidence from the text to describe what the phrase “back o’ town” means.
4. Despite the “back o’ town being poor, why did Louis like it there?
5. If things are fair, they are just. No one has any advantages over anyone else. For example, it wouldn’t be fair if some students got extra recess and others didn’t. What did Louis think was unfair?
6. What happens when Louis asks Santiago, the pieman, to borrow his horn?
7. What is Louis doing when his mother asks him what he was doing with his lips?
8. What challenges does Louis face in trying to earn money for the horn?
9. How did Louis do everything he could do to earn the $5.00? What kind of things did he do?
10. Louis had a “hard choice to make.” What was his choice, and what does his choice tell us about him?
11. What evidence from the text demonstrates how Louis felt at the pawnshop?
12. Louis whispered to the stars, “Someday, I’m gonna blow you right out of the sky.” What do you think he meant by that statement?