

ROCK AND ROLL HALL OF FAME AND MUSEUM PRESENTS:

ROCKIN' THE SCHOOLS



“The multi-dimensional presentation challenged each student and myself to consider different ways of understanding how music affects culture and consequently, the world.”

- Rockin' the Schools teacher participant



ROCK AND ROLL
HALL OF FAME + MUSEUM™

FREE

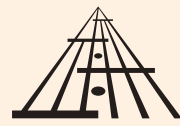
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2014-2015 ON-SITE EDUCATIONAL PROGRAMS

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ROCK AND ROLL
 HALL OF FAME + MUSEUM™

ROCK YOUR CLASSROOM!

Rockin' the Schools programs are free, on-site, interdisciplinary classes on the history of rock and roll that meet and exceed academic content standards.

Classes are offered throughout the academic year (October to June) at 10:00 am and 11:30 am in the Museum's state-of-the-art Foster Theater.

FREE

Rockin' the Schools programs are FREE for Northeast Ohio schools located within zip codes that begin with 440, 441, 442, and 443. Schools located outside of these zip codes are welcome to attend *Rockin' the Schools* classes at a discounted rate. For more information, please contact Group Sales at **216.515.1228**.



TO MAKE RESERVATIONS for a *Rockin' the Schools* educational program, register online at www.rockhall.com/rockintheschools. You can also download a form to register by fax (216-515-1995). Please feel free to share this information with any interested colleagues.

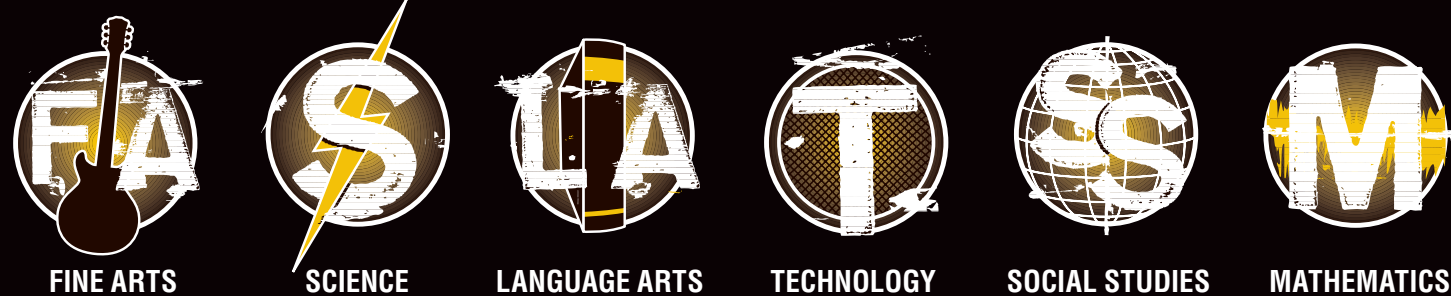
ROCKIN' THE SCHOOLS CLASSES AT-A-GLANCE

- “Shake, Rattle, and Roll”: The Building Blocks of Music
- Rock and Roll Band! Meet the Instruments
- “Tell Me Something Good”: Music and the Language Arts
- The Roots of Rock and Roll: An American Journey
- Rock and Roll and the Science of Sound
- “The Message”: The Birth of Hip-Hop Culture
- From Four Tracks to Break Beats: Music and Technology
- “Fight the Power”: Music as a Social Force
- “Takin’ Care of Business”: A Rock Band Finance Simulation
- Women Who Rock: Songwriting and Point of View
- “Cleveland Is the City”: African-American Music in Northeast Ohio

**October 7, 2014 –
 June 12, 2015**

**Tuesday – Friday
 10:00 am and 11:30 am**

KEY: ACADEMIC CONTENT AREAS



“SHAKE, RATTLE, AND ROLL”: THE BUILDING BLOCKS OF MUSIC

SUGGESTED GRADE LEVEL: K-4

RELATED CONTENT AREAS:

This class is designed to teach elementary school students about the four basic elements of music - rhythm, pitch, volume, and color - in order to learn how musicians have used these elements to create some of the greatest rock and roll songs ever. Students learn by singing, clapping, dancing, rocking and rolling along with recordings of upbeat and fun songs such as Bill Haley’s “Rock Around the Clock” and the Isley Brothers’ “Shout!” Video performances of Rock and Roll Hall of Fame Inductees are used to teach students about the history of rock and roll music and help them apply analytical skills as they watch and listen.

rockhall.com/education/inside-the-classroom/rockin/shake



CLASSES

ROCK AND ROLL BAND!: MEET THE INSTRUMENTS

SUGGESTED GRADE LEVEL: K-4

RELATED CONTENT AREAS:

In this exciting, interactive class, elementary school students examine the instrumentation of a rock band, discovering the low notes of the bass guitar, the pounding rhythms of the drums and percussion, the melodies and harmonies of guitars, keyboards, and more. Students have fun learning about the characteristics of the instruments and their sounds - and even perform along with the band! By investigating how musicians arrange the various instruments of a band, students discover how the different parts of classic rock and roll songs are created. This class includes historic video performances by Rock and Roll Hall of Fame Inductees, as well as live performances and demonstrations by the Rock Hall education ensemble. At the Rock and Roll Hall of Fame and Museum kids really do get a chance to ROCK!

rockhall.com/education/inside-the-classroom/rockin/MTI



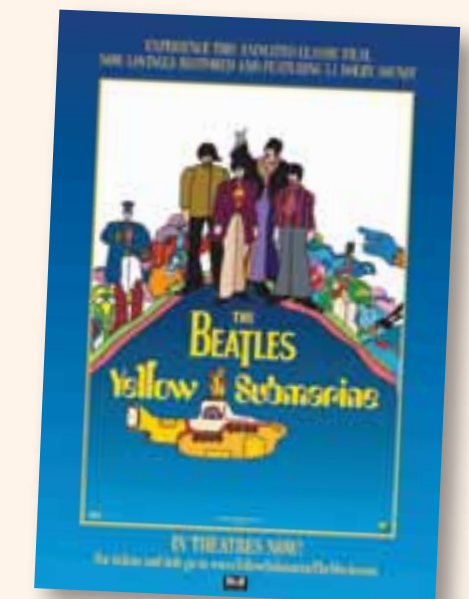
“TELL ME SOMETHING GOOD”: MUSIC AND THE LANGUAGE ARTS

SUGGESTED GRADE LEVEL: 1-4

RELATED CONTENT AREAS:

Many songs tell stories, describing characters and their adventures in particular places at particular times. This class looks at some of the great stories of rock and roll and examines how lyrics can establish a setting, introduce characters, and develop a plot. Through exciting recorded performances by Rock and Roll Hall of Fame Inductees like Aretha Franklin, the Beatles, Chuck Berry, and the Police, students learn how narrative can be developed. They will act out the undersea adventures of a “Yellow Submarine” and imagine what it would be like to be “Johnny B. Goode” by drawing what they hear and read in the lyrics, all while learning to summarize and retell the stories told through rock and roll.

rockhall.com/education/inside-the-classroom/rockin/TMSG



THE ROOTS OF ROCK AND ROLL: AN AMERICAN JOURNEY

SUGGESTED GRADE LEVEL: **K-4 & 5-8**

RELATED CONTENT AREAS:



In the 1950s a new and electrifying musical style called rock and roll swept the airwaves and grabbed the hearts of teenagers across the United States. This revolutionary music actually grew from strong roots in older styles such as blues, gospel, country, and rhythm and blues. Students examine classic video performances and recordings to see how musicians brought these earlier musical styles together and connected diverse aspects of American culture. *The Roots of Rock and Roll* is offered at two different grade levels. K-4 students will enjoy singing along with the Rock Hall education ensemble and using U.S. maps to explore various geographical regions of the United States, focusing on several key cities where the roots of rock and roll flourished. Students in grades 5-8 will dig deeper into the cultural meanings behind this music and analyze musical characteristics of each style.

rockhall.com/education/inside-the-classroom/rockin/roots



FROM FOUR TRACKS TO BREAK BEATS: MUSIC AND TECHNOLOGY

SUGGESTED GRADE LEVEL: **5-8 & 9-12**

RELATED CONTENT AREAS:



Since the 1950s, rock and roll has been shaped by the craft and artistry of songwriters and performers who use innovative music technology to significantly impact the sound of recorded music. In this class, we will see how Rock and Roll Hall of Fame Inductees have used technology to record, manipulate and create the ever-changing sounds of popular music. Students take part in in-depth discussions of the earliest tape recorders used by Sam Phillips at Sun Records and the hip-hop beats of Roxanne Shanté's masterful emceeing. This class includes several interactive demonstrations in which students analyze the impact of music technology on a given sound. Don't miss this chance to gain insight into the world of music production in a variety of styles - from rock to hip-hop.

rockhall.com/education/inside-the-classroom/rockin/4tracks



ROCK AND ROLL AND THE SCIENCE OF SOUND

SUGGESTED GRADE LEVEL: **5-8**

RELATED CONTENT AREAS:



We typically think of music as an art form, but every note we hear can be understood in relation to the laws of science. This class examines the basic acoustic principles in the sounds of rock and roll by investigating how all sounds are created by vibrations, how sound travels to our ears through moving air molecules, and how sounds can be represented in a graph by using an oscilloscope or a computer. Students will learn how the musical notes of instruments are determined by frequency and amplitude and how the shape of a waveform determines an instrument's timbre. Musical examples showcase Rock and Roll Hall of Fame Inductees and illustrate how we perceive the various elements of sound. The class concludes with a live demonstration of digital audio software in which audience volunteers get to record and manipulate their own voices.

rockhall.com/education/inside-the-classroom/rockin/SOS

Les Paul's Sears Silvertone Radio, c.1930



Les Paul's Carbon Microphone, c.1928

"FIGHT THE POWER": MUSIC AS A SOCIAL FORCE

SUGGESTED GRADE LEVEL: **7-12**

RELATED CONTENT AREAS:



In many times and places, people have used music as a powerful tool for social change. The story of rock and roll overlaps with some of the most turbulent times in U.S. history. In the 1960s alone, American society was being torn apart by debates over the Cold War, the Civil Rights movement, the Women's Liberation movement and the Vietnam War. Since that time and well into the present, musicians have entered such debates by spreading messages of revolution, protest, and empowerment through musical styles as diverse as folk, rock, and soul. This class features songs from the 1960s and early 1970s that have challenged audiences to consider the alternatives and make changes in our society. Students explore recordings and videos of legendary artists to examine expressions of social commentary contained in lyrics, performance styles, and historical images.

rockhall.com/education/inside-the-classroom/rockin/FTP

Pete Seeger Banjo Head



Janis Joplin Porsche, 1965

"THE MESSAGE": THE BIRTH OF HIP-HOP CULTURE

SUGGESTED GRADE LEVEL: **5-8 & 9-12**

RELATED CONTENT AREAS:



In the early 1970s, the Bronx borough of New York City was home to the beginning of hip-hop culture. This class examines how young people responded to the social and economic crisis of the Bronx by creating hip-hop. By the 1980s, rap recordings took the voices of inner-city life into the mainstream, spreading it around the United States. Since then, parts of hip-hop culture - including the MC, the DJ, the graffiti writer and the break dancer - have become some of the most important forms of expression for young people throughout the world. Students will learn about history, along with the musical tracks and vocal raps of old school artists such as Grandmaster Flash and the Furious Five and Afrika Bambaataa, musicians who sent a message to American audiences about what life was like in inner-city communities. Explore the history of the sound that changed American popular music forever.

rockhall.com/education/inside-the-classroom/rockin/message



Run-DMC Adidas shoes, 1986

"TAKIN CARE OF BUSINESS": A ROCK BAND FINANCE SIMULATION

SUGGESTED GRADE LEVEL: **7-12**

RELATED CONTENT AREAS:



Students know exactly what music is on their iPods but they rarely understand that the artistry and glitter of superstardom depends upon a complex business network that must remain financially stable. This class will take students behind the scenes with a real-world simulation that puts them in the shoes of a rock band's tour manager. In the class activity, students will apply mathematical and financial concepts to help manage a fictional band through a cross-country tour. This will involve weighing some serious financial concerns about profit and loss: What expenses might they have to budget for? Where will the money come from? How will they respond as managers when ticket sales are lower than expected? Any number of scenarios might affect the tour budget and thus their company's bottom line.

rockhall.com/education/inside-the-classroom/rockin/TCB



Class developed with the generous support of:



Johnny Cash Tour Bus, c. 1979

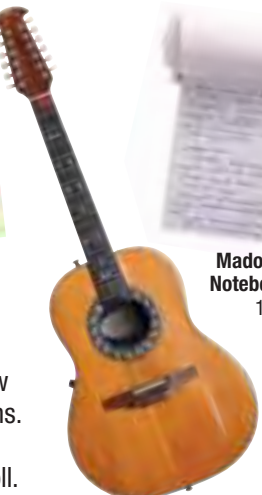
WOMEN WHO ROCK: SONGWRITING AND POINT OF VIEW

SUGGESTED GRADE LEVEL: **7-12**

RELATED CONTENT AREAS:



Carole King
Sheet Music, 1976



Madonna
Notebook,
1990

Taylor Swift 12-string
Guitar, c. 2008

Songwriting is a powerful form of expression that allows musicians to convey personal feelings, describe the feelings of others and even draw attention to political and social issues. In order to communicate their point of view, songwriters must successfully write lyrics using rhyme scheme, metaphors and poetic devices and compose music employing melody, harmony, form. In this class, students will explore different song writing techniques used by female musicians from the 1960s until now in order to understand distinct musical styles and interpret point of view within cultural and historical terms. Students will analyze and contextualize the lyrics and music of the Crystals, Aretha Franklin, Patti Smith and Sara Bareilles, gaining new insight into the diverse roles that women play in the history of rock and roll.

rockhall.com/education/inside-the-classroom/rockin/songwriting

“CLEVELAND IS THE CITY”: AFRICAN-AMERICAN MUSIC IN NORTHEAST OHIO

SUGGESTED GRADE LEVEL: **5-8 & 9-12**

RELATED CONTENT AREAS:



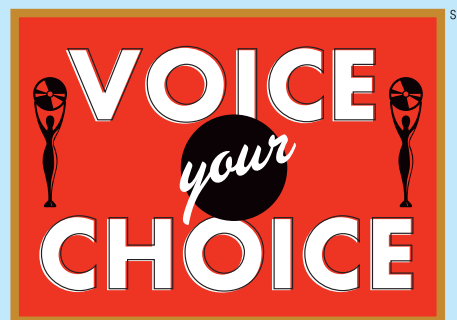
Cleveland has been a hotbed of different styles of music including gospel, rhythm and blues, vocal harmony, rock, pop, blues and hip-hop. Vital to the national popularization of rock and roll in the 1950s, Cleveland's African-American artists kept their city on the map throughout the decades and continue to influence generations of musicians. This class will explore the impact and innovation of Cleveland artists including the Wings Over Jordan choir, the Moonglows, Robert Lockwood, Jr., the O'Jays, Bobby Womack, LeVert, Tracy Chapman and Kid Cudi.

<https://rockhall.com/education/inside-the-classroom/rockin/CLE>

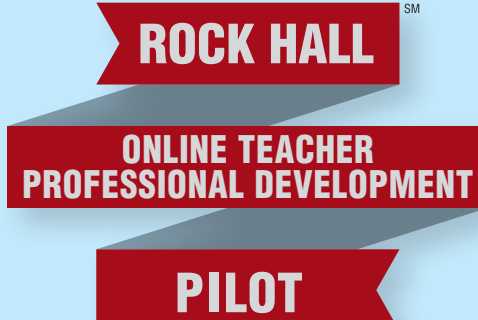
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MEET OUR TEACHING STAFF



Jason

Lauren

John

Stephanie

Kathryn

DR. LAUREN ONKEY: *Vice President of Education and Public Programs*

Lauren Onkey is responsible for educational programming in the Museum's pre-K, K-12, university and adult programs – both on site and online – as well as community outreach programs. Lauren also oversees K-12 curriculum development and online learning initiatives for both teachers and students. She holds a Ph.D. in English from the University of Illinois at Urbana-Champaign and has been at the Museum since 2008. Prior to coming to the Museum, she was an associate professor of English at Ball State University for fourteen years. In addition to teaching rock history, Lauren has taught units on popular music in cultural studies, literature, and women's studies classes.

DR. JASON HANLEY: *Director of Education*

Jason Hanley oversees K-12 and adult education as well as public programming; and teaches regularly on-site and through distance learning. Jason helps to oversee K-12 curriculum development and online learning initiatives. He holds a Ph.D. in Musicology with a sub-emphasis in Composition from Stony Brook University and has been at the Museum since 2004. He has taught courses in music history, electronic music, and popular music studies and has published on popular music, film music and music technology. Active in the music industry since 1988, Jason has performed on, composed for, and produced numerous recordings and has performed live with many bands.

STEPHANIE HERIGER: *Education Programs Manager*

Stephanie Heriger manages on-site and online K-12 education and coordinates all professional development opportunities for educators interested in integrating rock and roll into their teaching. She also helps to develop and

teach K-12 class offerings, and develops curriculum resources for both teachers and students. She holds an M.A. in Historical Musicology from the University of Michigan. Before coming to the Museum in 2009, Stephanie taught for the New Orleans' Recovery School District as an elementary special education inclusion teacher. She has presented nationally on arts-integrated teaching practice and various popular music topics.

JOHN GOEHRKE: *Public Programs Manager*

John Goehrke manages all adult public programs at the Museum and the Library and Archives. John also teaches regularly – both on-site and through distance learning. He helps develop K-12 curriculum, teaching materials, and metrics to evaluate and forecast the Museum's K-12 offerings. John manages the Museum's K-12 distance learning program, while also helping to direct online learning initiatives for both teachers and students. He holds an MBA from Case Western Reserve University's Weatherhead School of Management and has been at the Museum since 2005. John has presented on topics ranging from interactive videoconferencing to project-based learning at conferences across the country.

DR. KATHRYN METZ: *Head Education Instructor*

Kathryn Metz has worked at the Rock Hall since 2008 teaching K-12 students on-site and through distance learning. She also helps to coordinate teacher professional development and adult public programming. Kathryn oversees the development of printed K-12 educational materials, as well as online learning design. She holds a Ph.D. in Ethnomusicology from the University of Texas at Austin. She has published and presented internationally on various rock history and Latin American pop music topics. Kathryn also performs regularly around Cleveland in Trepanning Trio, Bossa Novela and Psychic Thrills.

ROCK AND ROLL HALL OF FAME INDUCTEES SUPPORT OUR PROGRAMS:

"Hip-hop and rock and roll are the only things on the face of the earth that speak the voice of the people, the way it should be spoken and it can transform people's lives... Maybe a kid wasn't doing well in school but he liked a certain song and he was able to learn about history, economics, or mathematics... The Rock and Roll Hall of Fame is making it their responsibility, because of their involvement, their dedication and their appreciation for rock and roll."

– Darryl "DMC" McDaniels

2009 Inductee Darryl "DMC" McDaniels of the pivotal rap group Run-D.M.C. spoke to teachers around the country about the importance of music education at the Rock Hall's 2009 Summer Teacher Institute.



Jason Hanley (left) interviews Anthony Gourdin of 2009 Inductees Little Anthony and the Imperials as part of the Rock Hall's Black History Month celebration.

"The music programs that the Rock and Roll Hall of Fame has for thousands of kids... are a great thing because for many years, they took music out of the public schools, out of the curriculum. For the Hall of Fame to bring this back and to contribute to helping kids really get into music... it's just amazing. It's a wonderful thing."

– Ernest Wright, Jr of Little Anthony and the Imperials

TESTIMONIALS FROM LOCAL EDUCATORS:

"My students enjoyed the way in which the various intelligences (linguistic, interpersonal, musical, etc) were utilized during the course of the presentation."

– Patricia O'Connor, 3rd, Scranton, Cleveland, OH

"The program is developmentally appropriate for primary grades. The facilitators were very welcoming, engaging, as well as entertaining. The program was very informative; short, simple, and to the point. My students really learned a lot and talked about how much fun they had."

– Anonymous, Cleveland Metropolitan School District

"Many thanks to all the museum educators. We thoroughly enjoyed our visit and look forward to scheduling more. Your commitment to schools is clearly evident!"

– Gail Greenberg, Memorial, Cleveland Metropolitan School District

"The Education Department is already doing a stellar job! I am always impressed with their knowledge and professionalism, as well as their great sense of fun! I love what they've been doing with the website. It has really become a great resource/teaching tool."

– Carey Perkins, St. Charles, Parma

"I felt that you went above and beyond!"

– Sheila Chamberlin, 8th, Clark, Cleveland, OH

"Our students with special needs have difficulty sitting for a long program and understanding [some] presentations, but your program was interactive, educational, fun, and our children were thoroughly engaged."

– David Weiss, Occupational Therapist, Harbor Center



ROCK AND ROLL
HALL OF FAME + MUSEUM

Collection Auto Group Plaza
1100 Rock and Roll Blvd.
Cleveland, Ohio 44114

education@rockhall.org
rockhall.com/education



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Mission Statement

**WE ENGAGE, TEACH, AND
INSPIRE THROUGH THE
POWER OF ROCK AND ROLL.**



PPG Industries Foundation



Nord Family Foundation



Harry K. and Emma R. Fox
Charitable Foundation



VOICE *your* CHOICE

NOW IT'S YOUR TURN...

Who would **YOU** choose to induct into the Rock and Roll Hall of Fame?

Who would you induct into your own Hall of Fame (ex. Female Musician Hall of Fame, Guitarist Hall of Fame, Music and Social Justice Hall of Fame)?

Create your own Inductee class, and **VOICE YOUR CHOICE**.

1 LEARN about the men and women who have made rock and roll history.

What are their stories? What have they contributed to the history of popular music? How would you describe their musical skill and artistry? What makes them important figures musically and historically? What is (or will be) their legacy?

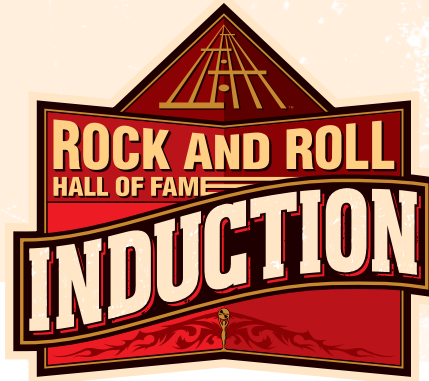
2 CHOOSE the artists that you feel deserve to be inducted.

What are the criteria for selection? What categories for induction are most important to you? How do you decide who makes the list (and who doesn't)? Who would you choose to honor with induction?

3 DEFEND your decision and VOICE YOUR CHOICE.

Why do these artists deserve to be inducted? How can you convince others of their musical excellence? How would you persuade someone who knows nothing about them, or better yet, someone who is not a fan? Could you make the case for an artist that you don't like?

TEACHERS, visit the Voice Your Choice website to learn more:
rockhall.com/voiceworthy



MISSION

The Rock and Roll Hall of Fame and Museum, Inc. is the nonprofit organization that exists to educate visitors, fans and scholars from around the world about the history and continuing significance of rock and roll music.

It carries out this mission through its operation of a world-class museum that collects, preserves, exhibits and interprets this art form and through its library and archives as well as its educational activities.



ROCK AND ROLL
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MARTHA HOLDEN
JENNINGS FOUNDATION



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ROCK AND ROLL HALL OF FAME AND MUSEUM

VOICE *your* CHOICE

IT'S ONLY ROCK AND ROLL BUT WE LIKE IT... TELL US WHY YOU DO!

Leaders in the music industry joined together in 1983 to establish the Rock and Roll Hall of Fame Foundation. One of the Foundation's many functions is to recognize the contributions of those who have had a significant impact on the evolution, development and perpetuation of rock and roll by inducting them into the Hall of Fame.

Factors such as an artist's music influence on other artists, length and depth of career and body of work, and innovation and superiority in style and technique are all considered, but musical excellence is the essential qualification of induction.

What IS musical excellence? How do we begin to define and describe what makes rock and roll great? How would you explain what makes your favorite band or artist the best?

Being aware of your own musical likes and dislikes – and being able to communicate these likes and dislikes – is an essential critical thinking skill. But it takes practice to do it effectively.

HOW WOULD YOU VOICE YOUR CHOICE?

THINK ABOUT IT...

IT'S NOT THAT EASY.

We all respond to the music that we hear – positively and negatively. But being able to truly **evaluate** the music that we listen to is much more difficult. Listening to, describing, and critiquing music is a skill. We might listen to rock and roll all the time, but how often do we really **think** about what we hear? Or describe what we hear so that others may want to listen?

What happens when someone else doesn't like the music that we like? How do we convince them to see things our way, and hear what we hear? Can we make them understand and appreciate the value of music they don't personally enjoy?

Try it. Choose one of your favorite bands or artists and give five reasons why you think their music is excellent. Share your reasons with a classmate. Does your classmate agree? Why or why not? Now choose a band or artist that you DON'T LIKE and do the same thing. Can you argue for their musical excellence, even if you don't personally enjoy their music?

You just worked through two key components to understanding and evaluating music and appreciating rock and roll: **aesthetic reflection** and **aesthetic judgment**.

Aesthetic reflection is the act of becoming aware of one's own process of understanding and responding to the arts; to examine how others respond to artistic expression.

Aesthetic judgment is the ability to form and articulate a critical argument based on aesthetic criteria.

Inductee Spotlights

Below are five Inductees that represent the scope of the music and musicians that we honor at the Rock and Roll Hall of Fame and Museum. Take a moment to reflect on each Inductee's musical excellence. If you don't know much about a certain Inductee, take the time to listen and learn more. What can YOU say about each Inductee's impact on the evolution, development and overall excellence of rock and roll?

CHUCK BERRY →

Inducted in 1986

One of rock's earliest pioneers, Chuck Berry helped to create and popularize the music that would come to be known as rock and roll. Recording and performing songs he wrote himself, Berry captured the energy of teenage culture in the 1950s with hits like "Johnny B. Goode," "School Days" and "You Can't Catch Me." Berry also helped to make the electric guitar one of the key components of the rock and roll sound.

How would you describe Chuck Berry's guitar playing?

How does he compare to other great rock guitarists?



BLACK SABBATH ↓

Inducted in 2006

In the late 1960s, Geezer Butler, Tony Iommi, Ozzy Osbourne and Bill Ward formed Black Sabbath in Birmingham, England. Their heavy, blasting, riff-based sound attracted a loyal underground following. Through the late 1970s, Black Sabbath's albums and live shows forged the foundation of heavy metal music, style and culture.

What makes heavy metal music distinctive?

Can you hear and describe Black Sabbath's influence in the music of other heavy metal bands?



BRUCE SPRINGSTEEN

Inducted in 1999

Bruce Springsteen began performing in rock bands when he was a teenager in the 1960s and released his first record in 1973. Influenced equally by soul music and bands like the Beatles and the Rolling Stones, Springsteen is known for his legendary live performances. He is also known for his powerful songwriting, writing songs that depict both everyday experience and larger social issues.

How would you describe Bruce Springsteen as a songwriter?

How have his songs had an impact on his audiences throughout his career?



MADONNA

Inducted in 2008

Known as an innovator, Madonna has continually captivated audiences since she first began recording in 1982. One of first pop icons of the MTV age, Madonna pushed the buttons and boundaries of the male-dominated music world. As singer, songwriter, performer, and record producer she has stayed true to her dance roots while keeping her finger on the pulse of what's new.

How would you describe Madonna's musical influence?

Can you list other artists that have been inspired by her music and performance style?



RUN-D.M.C. →

Inducted in 2009

In 2009, Queens, New York natives Run-D.M.C. became the second hip-hop group to be inducted into the Rock and Roll Hall of Fame. Joseph "Run" Simmons, Darryl "D.M.C" McDaniels and Jason "Jam Master Jay" Mizell founded the group in the early 1980s and performed several rock-rap fusion songs, including "King of Rock." They are famous for being the first rap artists to appear in heavy rotation on MTV.

What are some of the musical and cultural boundaries that Run-D.M.C. broke down?

What innovations have hip-hop artists brought to the sounds of rock and roll?