

LEARNING GUIDE WEBQUEST (Grades 6-8)

Florence Price (1887-1953)

<https://www.vpr.org/programs/2021-03-01/timeline-florence-price-1887-1953>

WEBQUEST DIRECTIONS: With dawning of the 21st century there has been a renewed interest in African-American and women singers and composers like Marian Anderson (1897-1993) and Florence Price (1887-1953). Florence Price's musical style and voice connects to African-American melodies, spirituals and rhythms. Many of her pieces were inspired or based on folk tunes like *Negro Folksongs in Counterpoint* and *Concert Overture on Negro Spirituals*.

introduction

Similar to Langston Hughes (1901-1967) who was known for his poetry and written word, Florence Price, used her composition to capture and reflect upon the Great Migration as black family's left the south to settle in Chicago and Harlem. Chicago, Illinois and Harlem, New York were safe havens for black families. Here they could access school to study composition, language and the arts. Florence, Marian and Langston, crossed-paths, and shared their stories, struggles and successes through their art.

task

How do you learn best? Tell your story after listening and watching more about these artists who lived from 1887-1993.

Share your story about a time that you had to make a shift or change which helped you learn something new or in a new way.

For example, maybe you moved classrooms, moved your desk or learning to a space that worked. Maybe you made a shift using a new tool or strategy that helped you feel empowered to learn in a new way.

process

Listen to Timeline about Florence Price

<https://www.vpr.org/programs/2021-03-01/timeline-florence-price-1887-1953>

Listen to Langston Hughes's "Negros Speak of Rivers."

<https://vermont.pbslearningmedia.org/resource/vtl07.la.ws.process.rivers/symbolism-in-the-negro-speaks-of-rivers/>

Teaching Tips:

[vpr.org/podcast/timeline](https://www.vpr.org/podcast/timeline)

<https://vermont.pbslearningmedia.org/resource/vtl07.la.ws.process.rivers/symbolism-in-the-negro-speaks-of-rivers/>

Watch and think about how Marian Anderson's concert challenged racism.

<https://vermont.pbslearningmedia.org/resource/546e6ce7-4758-4de1-9fe6-691ea108c40c/marian-anderson-and-the-concert-that-challenged-racism/>

Teaching Tips:

https://view.officeapps.live.com/op/view.aspx?src=https://static.pbslearningmedia.org/media/media_files/Marian_Anderson_and_the_Concert_that_Challenged_Racism_Teachers_Guide.docx

Reflect and Write Your Story:

What were barriers or limits that Langston experience?

How did moving help Florence develop her talent?

How do you learn best?

Share your story about a time that you had to make a shift or change which helped you learn something new or in a new way.

Share details like

What were you learning?

Who was there to help?

Who showed you the new way?

What helped you stick with the new way and succeed?

What did success look like?

additional resources

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[vpr.org/podcast/timeline](https://www.vpr.org/podcast/timeline)

TIMELINE

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evaluation

Assessment:

1. The student will watch and listen to different media sources to better understand the Great Migration.
2. The student will understand history through the lens of poetry and music composition.
3. The student will consider how they have had to overcome an obstacle in their own education and tell their story.

conclusion

The lesson will teach students that poetry and music composition tell a story.

standards addressed

MU:Re: 7.1.5, MU: Re 7.2.5