



WoodSongs LEGACY

Curriculum Design by April Duckworth, M.ED

Title: Legacy, Folk Music of the 21st Century and the Collapse of the Record Business

Length of Lesson: Three Activities

Introduction: This lesson plan is designed to accompany the song, “Legacy” by Michael Johnathon. The song is an epic, original, **9-minute** journey through the world of music from Pete Seeger to Josh White, Joni Mitchell to the Kingston Trio, Dylan to Denver, Hip Hop and more ... in the context of a collapsing record business all artists must struggle with.

Learning Objectives & Outcomes:

- Students will explain the message of the song, “Legacy”, and demonstrate their understanding of the style of the song through discussion, written, and creative assignments.
- Students will apply their knowledge after listening to the song, to understand folk music, key folk artists, and the importance of preserving the genre.
- Students will demonstrate their understanding of how the music business has evolved and now presents challenges to artists.
- Students will understand the history of folk music and how it encourages togetherness and community.
- Creativity encouraged through project designs
- Understanding of music as community building
- Understanding of the importance of the preservation of music and developing
- Understanding of the rapid changes in the world of music

Activity 1: Begin by listening to the song, “Legacy.” Use the CD sent with this project or download the MP3 or .WAVE from MichaelJohnathon.com/LegacyCD

Active Listening/Critical Thinking Questions:

- Please describe the lyrics to “Legacy”. What comes to mind initially after listening to the song?
- How do you think the music industry has changed, evolved over the years; therefore, making it difficult for artists to earn a living now? Please list a few ways why you feel this change has occurred.
- How does music deliver a message? Please be specific in response.
- Please discuss what you know about Folk Music. What comes to mind for you? Do you know of any Folk artists?

Activity 2: Written Assignment After listening to the song, please show students a copy of the lyrics (included in the lesson plan). Students will research each of the artists referenced in the performance. The assignment will ask students to do the following:

- 1.) **Please research the artists mentioned throughout the song, “Legacy”.**
- 2.) The assignment asks that for each artist, you explain their background. For example, what genre of music are they most known for and when; are they known for any types of historical movements through their music?; explain key aspects to their musical performances and career.
- 3.) Explain the lyrics to the songs included in “Legacy”. For example, behind the lyrics. What is meant by the phrase “They have a long, long way to go?”
- 4.) How is Legacy a “derivative” of American Pie? How does the length of Legacy compare to the songs mentioned in the Legacy chorus?

Writing Guidelines:

- At least 3-4 pages double spaced
- 12 point font Times New Roman
- Normal page margins
- Provides analysis of multiple references from your assigned readings to support your main point
- Provide thoughtful and specific examples to support your main point

Activity 3: Creative Assignment Options (there are several to choose from/complete as time allows)

- 1.) Write a short story or poem that is inspired by a song or musical performance that is meaningful to you. Please use “Legacy” as a guide and reference.
- 2.) Design an art project that symbolizes a song or musical performance that is meaningful for you. Examples may include, a photograph and a written explanation to accompany, a drawing, or digital art design.
- 3.) Write an interview between you and one of the artists referenced in the song. Design your own interview questions. What would you ask the artist if you had the opportunity to interview them?

Steps to include:

- Research
- Write your questions
- Conduct your interview
- Write an article reflecting your interview
- Share with others

Rubric: This rubric is open for design by the teacher and may include the guidelines that the teacher feels are most important from the project. In addition, teachers may also use the rubric to have students self-reflect on their project.

Creative Project/ Scoring Sheet

Creativity/Presentation of material	= _____ /
	= _____ /
	= _____ /
	= _____ /
	= _____ /
	= _____ /
Total	= _____ /100

LEGACY

Michael Johnathon/Rachel Aubrey Music/BMI



I remember a Time or Two
Playing my guitar and hoping you would hear me

I travel round the world singing every night
Alone on stage, I'm such a pitiful sight, I know
I've gotta long, long way to go

AND YOU CAN BUY, BUY AN ALBUM LIKE AMERICAN PIE
YOU CAN SO FLY HIGH ON A STAIRWAY TO HEAVEN AT NIGHT
RIDE AWAY ON THE CITY OF NEW ORLEANS
Like A ROLLING STONE - You GOTTA LONG, LONG WAY TO GO

He had a long neck banjo on a riverside
walking on the water where the water was wide, you know
he had a long, long way to go

And a Cat in the cradle had a lot to say
the story finally ended on a summer day, you know
he had a long, long way to go

She wrote her songs on a window sill
Michael From Mountains and a dulcimer quill, you know
She had a long long way to go

There was a finger lickin' picker full of paranoia
Poling his boat in Carolina, I know
he had a long, long way to go...

CHORUS

He flew a Bottle of Time straight into a tree
nothing was left for him to say to you and me
he had a long, long way to go

His pilot had a heart that couldn't continue
we lost those songs deep within, you know
he had a long, long way to go

Singing every night to a white man's girl
One Meatball left to give the world, you know
he had a long, long way to go

Full of Power and Glory and strong as an Oak

at 35 he ain't Marching no more, you know
he had a long, long way to go

CHORUS

There was a Trinity of 3's down Kingston Way
nothing was the same on the MTA, you know
they had a long, long way to go

Folk aint broke where the Flowers grow
Greenback dollars need a pocket of Gold to grow
they had a long, long way to go.

Bluegrass, truegrass Mandolin King
High and Lonesome let the banjo's ring, you know
he had a long long way to go

Then one day three fingers rolled
they left Big Mon and went around the world
on their own
they had a long, long way to go

CHORUS

Zimmy Minnisotee was a Rolling Stone
he wrote those words when he was all alone, I know
he had a long, long way to go

Joanie was his only and terribly lonely
Tangled up in Poetry and Matrimony, I know
she had a long long way to go

Rock those mountains with all 12 strings
lost in the ocean while Angels sing to you
he had a long, long way to go

Garden Parties and Iowa fields
Your legacy is lost to old newsreels, I know
they had long, long way to go

CHORUS

Hip Hop Momma and Cajun Queens
Download Digital and Facebook Memes, you know
we gotta long, long way to go

Like an aging high-tech Troubadour,
Old man fingers and not much more to go
you gotta a long, long way to go

Play all day because you truly believe
hoping you'll sell that box of CDs, and you know

Get a feature in the paper that nobody reads
about another song nobody needs, I know
you gotta long, long way to go

AND YOU CAN BUY, BUY AN ALBUM LIKE AMERICAN PIE
YOU CAN FLY HIGH ON A STAIRWAY TO HEAVEN AT NIGHT
RIDE AWAY ON THE CITY OF NEW ORLEANS
Like A ROLLING STONE ... I GOTTA LONG, LONG WAY TO GO

I remember a Time or Two
Playing my guitar and hoping you would hear me.