

Accordion

Lesson Plan – High School Social Studies

TEKS directives:

§113.32. United States History Studies since Reconstruction

(10) Geography. The student understands the effects of migration and immigration on American society. The student is expected to:

- (A) analyze the effects of changing demographic patterns resulting from migration within the United States; and
- (B) analyze the effects of changing demographic patterns resulting from immigration to the United States.

(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

- (C) identify examples of American art, music, and literature that transcend American culture and convey universal themes.

(21) Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:

- (C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity.

§113.34. World Geography Studies (One Credit).

(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

- (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion;

(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:

- (C) analyze examples of cultures that maintain traditional ways; and
- (D) evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence.

Objectives:

1. Understand the way different immigrant groups shared cultural touchstones such as the accordion.
2. Trace the arrival and progression of use of the accordion throughout Texas.
3. Evaluate the importance of the accordion to Texas musical heritage.

Description:

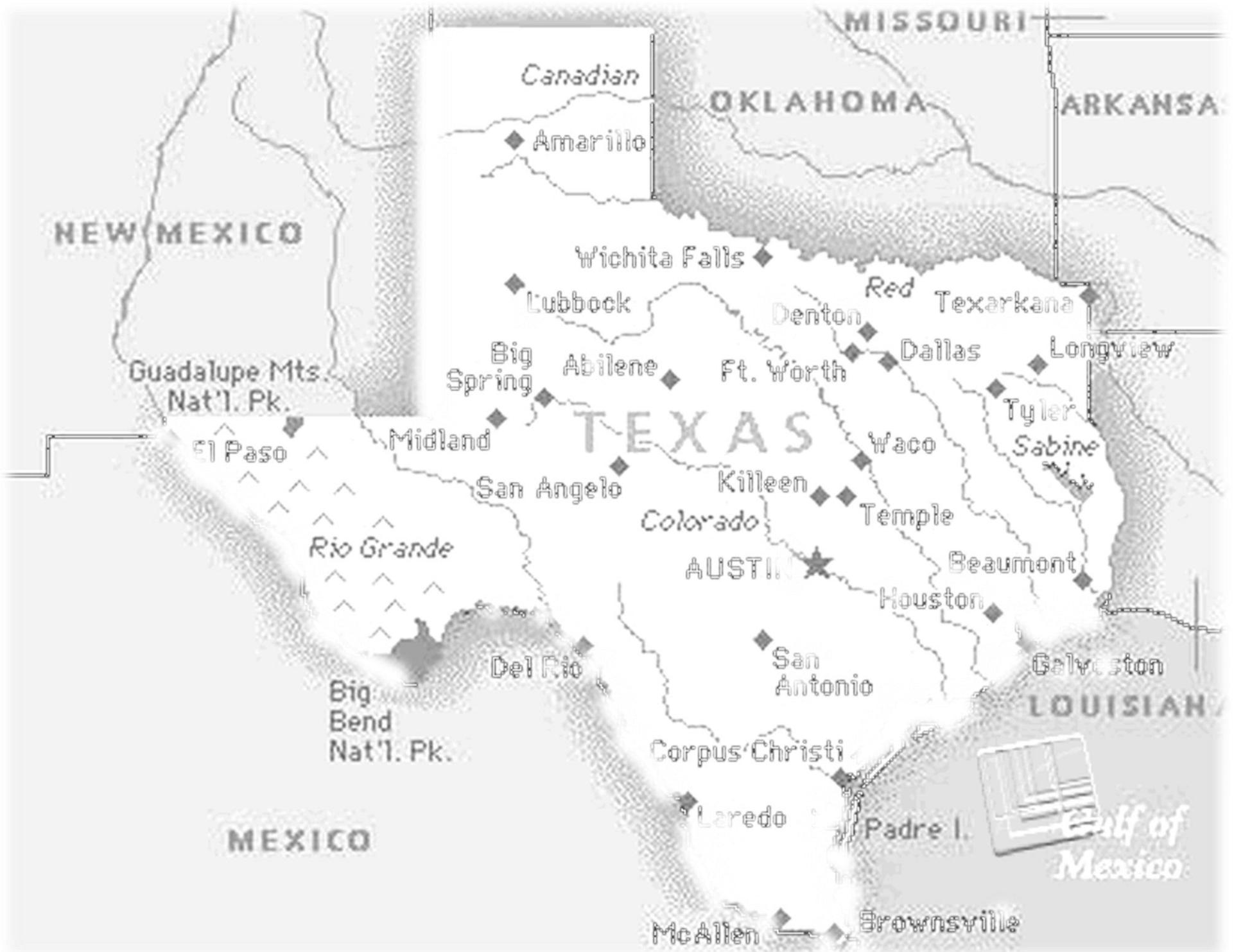
Some refer to the accordion as the “national instrument of Texas.” It certainly is prevalent in many of the musical styles we associate with the Lone Star State, including Cajun, zydeco, conjunto, western swing and others. Students will learn the origins of this versatile instrument, and how it entered the Texas cultural canon.

Procedure:

1. Hand out the “video quiz” and map found at the end of this pdf. The students will fill the quiz out as they watch the video.
2. Show the video “Accordion!”
3. Break the students into groups and have them compare the answers on their video quizzes.
4. On the map, have the students trace the arrival and movement of the accordion. Be sure they identify the ethnic groups and types of music.

Video Quiz – Accordion

1. When and where do the roots of the accordion date back to?
2. When was the accordion patented in Europe?
3. Name the three main immigrant groups whose accordion use influenced Texas music.
4. Who was one of the principle creators of the genre of conjunto?
5. Name the western swing musician of Czech heritage who incorporated the accordion into his band in San Antonio.
6. What are the two genres of music derived from French traditions? Where are they most often heard?



MISSOURI

OKLAHOMA

ARKANSAS

Canadian

Amarillo

NEW MEXICO

Wichita Falls

Lubbock

Red

Texarkana

Guadalupe Mts.
Nat'l. Pk.

Big Spring

Abilene

Ft. Worth

Dallas

Longview

El Paso

Midland

TEXAS

Waco

Tyler

Sabine

San Angelo

Killeen

Temple

Beaumont

Rio Grande

Colorado

AUSTIN

Houston

Big Bend
Nat'l. Pk.

Del Rio

San Antonio

Galveston

LOUISIANA

Corpus Christi

Laredo

Padre I.



Gulf of Mexico

MEXICO

McAllen

Brownsville