

Sugar Hill Studio

Lesson Plan – High School Social Studies

TEKS directives:

§113.32. United States History Studies since Reconstruction

(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.

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

Objectives:

1. Understand the diversity and development of Texas culture and music.
2. Identify different racial, ethnic, and religious groups who have made music at Sugar Hill studio, and understand their national importance.
3. Assess the importance of the art made at Sugar Hill studio to the nation and the world.

Description:

Sugar Hill studio is a unique microcosm of Texas art and culture. For over six decades, some of the most lasting and relevant American music has been recorded at Sugar Hill, and the owners remain committed to the legacy. By exploring the development of the studio and the different art and culture it has embraced, students get an understanding of the importance contribution of Texas artists to a national identity. Beyonce is usually the touchstone for most of today's students, and knowing that she recorded here can open the door for students to learn more about what came before.

Procedure:

1. Have the students discuss their favorite kinds of music. Ask also about the music their parents/older family members listen to.
2. Show the video "Sugar Hill."
3. Have the students list as many of the different kinds of music that have been recorded there as they can remember.
4. Have the students identify any of the songs or artists they might have recognized.
5. Ask the students to share their lists, and discuss the differences in the many types of music.