

Western Swing

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:

(A) describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature.

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

Objectives:

1. Understand the origin and development of Western Swing.
2. Identify the influences (instruments, songs, costumes, styles) found in Western Swing.
3. Trace the progression of Western Swing music from Fort Worth Texas in 1929 to the present day.

Description:

Western Swing music, or Texas Swing, as it might be more accurately called at its inception, is a genre borne of distinctly Texan influences. In this lesson, the student will learn how cross cultural influences give rise to something new, and how a cultural legacy is perpetuated throughout the nation and beyond.

Procedure:

1. Show the video "Western Swing."
2. Break the students into groups and have them create a timeline of the most significant developments in western swing music.