



## Louisiana Musical Legends

### Bringing Louisiana Musicians into the Classroom

*a project of the Louisiana Endowment for the Humanities and 64 Parishes presented in partnership with First Lady Donna Edwards and the Louisiana Regional Arts Councils*

**Amanda Shaw**

**Instructional Plan**

**Lesson Plan Author:**

**Kelly Stomps**

**Target Grade Level:**

**3rd Grade**

**Regional Arts Council Partner:**

**St. Tammany Parish Government Commission on Cultural Affairs**

#### **Notes from Lesson Plan Author:**

*I began my research on Amanda Shaw's official webpage and focused much of my attention on her biography. I then checked out various YouTube videos of her performances and found myself being drawn to her song and performance of "Johnny Can't Dance." Through an internet search, I also discovered a recent interview published in the Advocate. While considering my students' interest, I knew my students would find Amanda Shaw's answers to the interview questions appealing. I searched for images of Amanda Shaw to include in my lesson and brainstormed the best means for introducing Amanda Shaw to my students and assessing their learning. At the same time, I formulated a plan for my students to collaborate, create, and actively participate with her music.*

#### **Resources**

*As I prepared this instructional plan, the following resources helped broaden my own understanding of Amanda Shaw and her music.*

- YouTube videos of Shaw and her performances, including those on her [YouTube channel](#) and her performance of "[Johnny Can't Dance](#)"
- The [Advocate article](#) "Famous violinist Amanda Shaw: On her 'hidden talent,' dream house, 4 dogs, giving back, more"
- [Shaw's website](#)
- Movement words menu, "Call Me Miss Shaw" flipchart, and Shaw bios included below

Instructional Outline	
<b>Grades:</b>	<b>3rd grade</b>
<b>Focus:</b>	<b>Research and Rhythm</b> Students will learn the basics of research as they learn about Amanda Shaw and explore rhythm and dance to one of her songs.
<b>Content Areas:</b>	<b>Music, ELA</b>
<b>Overview:</b>	Students will learn about the life and music of local violinist Amanda Shaw and develop a dance to her song “Johnny Can’t Dance.”
<b>Objectives:</b>	Students will be able to ask questions about Amanda Shaw and answer them with reference to an informational text, then use this information in a writing project. They will also perform movements to accompany a musical performance.
<b>Curricular Alignment:</b>	<p>Student learning will address the following standards:</p> <p><b>Louisiana Content Standards for Music</b></p> <ul style="list-style-type: none"> <li>• M-HP-E1 <ul style="list-style-type: none"> <li>○ Recognize musical styles representative of various cultures.</li> </ul> </li> <li>• M-CE-E5 <ul style="list-style-type: none"> <li>○ Participate in organized musical activities including singing, playing, and movement.</li> </ul> </li> </ul> <p><b>Louisiana/Common Core ELA Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• Key Ideas and Details 1 (CCSS.ELA-LITERACY.RI.3.1) <ul style="list-style-type: none"> <li>○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> </ul> </li> </ul>

<p><b>Activity 1: “Call Me Miss Shaw”</b>  <b>Duration: 40 minutes</b></p> <p>Have students echo the “Call Me Miss Shaw” chant one line at a time, echo two lines, and then echo the entire chant. Ask students to share information they already know about Amanda Shaw, then direct them to write questions they have about her on sticky notes to share and place on a class board.</p>	<p><b>Materials &amp; Resources:</b></p> <p>“Call Me Miss Shaw” chant sheets and flipchart (attached)</p>
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<p>Assign students to small groups. Each group will have either a modified section of her biography from the Amanda Shaw website or a section of the Advocate article about Amanda Shaw. (This activity can be differentiated by reading levels, and more advanced students may even be directed to do this research on computers). Students will work in groups to read their texts and discuss important facts they learn about Shaw, then record three facts on the Amanda Shaw fact sheet. Groups that finish early may write additional questions they now have about Amanda Shaw.</p> <p>Once the groups have written their questions, the entire class will speak the “Call Me Miss Shaw” chant as an A section. Each group will take turns reading facts discovered as a B section. After the chant and share, refer students back to questions on the board. See if any of the questions were not answered in the biographies. The teacher may answer these additional questions.</p>	<p>Sticky notes</p> <p>Pencils</p> <p>Amanda Shaw resources linked above and bios included below</p> <p>Amanda Shaw fact sheet</p>
<p><b>Activity 2: “Johnny Can’t Dance”</b>  <b>Duration: 45-50 minutes</b></p> <p>Show students YouTube video of Amanda Shaw performing “Johnny Can’t Dance” and ask them to pat the beat softly while she plays. After the video, ask students to point out things they noticed about the song and/or her performance. Tell the students that they are going to create movements to perform with her music and show them the movement menu words. Direct students to select two words from the menu and explain that each movement will be performed for eight beats to create a sixteen-beat pattern. Model selecting words and performing movements for eight beats, then assign students to small groups to select movements and practice. Have each group perform the movements for the class with the music, then TAG (Tell something that you liked, Ask a question, Give a suggestion) following each group. Finally, have everyone perform at the same time with the music.</p>	<p><b>Materials &amp; Resources:</b></p> <p>Means of playing “Johnny Can’t Dance” video linked above</p> <p>Movement words menu or flipchart (attached)</p>
<p><b>Activity 3: A Letter to Miss Shaw</b>  <b>Duration: 30 minutes</b></p> <p>Students will write a letter to Amanda Shaw. Each letter must include three things they learned about her, one thing the students have in common with her, and a question that they may still have about her.</p>	<p><b>Materials &amp; Resources:</b></p> <p>Paper, pencils</p> <p>Letter examples</p> <p>Rubric for assessing letters</p>

### About the Louisiana Musical Legends Project

The **Louisiana Musical Legends** project is the first in a series of “Aunt Dorothy’s Teacher Toolkits” developed by the Louisiana Endowment for the Humanities to showcase new and engaging tools for teaching core curriculum concepts through the lens of Louisiana’s culture. Made possible through the

generous support of retired music teacher Dorothy Hanna in partnership with First Lady of Louisiana Donna Edwards and the nine regional Louisiana arts councils, each Louisiana Musical Legends unit includes a brief musician biography, an educator-created lesson plan, and an original musician-focused video—all designed for classroom use. Featured musicians hail from across the state and include Luther Gray and Bamboula 2000 (Greater New Orleans), Nellie Lutcher (Southwest Louisiana), Tony Joe White (Northeast Louisiana), Amanda Shaw (Northshore), Susan Aysen (Bayou Parishes), Kenny Neal (Greater Baton Rouge), Little Walter (Central Louisiana), Lead Belly (Northwest Louisiana), and Nathan Williams Jr. (Acadiana).



## **Additional Resources:**

### **Shaw Bio A:**

Mix a little bit of country and Cajun with a touch of rock and roll and blues and you have the funky Louisiana flavor that fiddler and singer Amanda Shaw brings every time her high heels dance across a stage. Amanda began studying classical violin at age four, studied music at Southeastern Louisiana University Community Music School, and has been performing for nearly twenty years. As a young child, Amanda was inspired by artists like Dolly Parton, Loretta Lynn, Bonnie Raitt, and others. Like those artists, Amanda made a name for herself by achieving goals and breaking records, like becoming the youngest soloist to perform in the Baton Rouge Symphony at the tender age of eight.

### **Shaw Bio B:**

Amanda works extremely hard to give her fans the best she has to offer, and her passion for doing her best has been recognized with prestigious honors and awards throughout her career. This local artist has received dozens of awards, including the Big Easy Award for Best Female Entertainer, Louisiana Music Hall of Fame Future Famer, *Offbeat Magazine's* Best of the Beat, and many, many others. In addition to her impressive music accolades, which include five critically acclaimed albums, Louisiana's Sweetheart has also graced the covers and pages of magazines. Amanda's film career also includes special performances, including two Disney movies and a featured role in the IMAX film *Hurricane on the Bayou*, a documentary depicting the impact of Hurricane Katrina.

### **Movement Menu**

Hop	Roll
Slash	Tiptoe
Lunge	Curl
Grow	Waddle
Leap	Pull
Bounce	Swim
Scoop	Creep
Twist	Tiptoe
Slither	Bend
Reach	Stretch
Burst	Freeze
Walk	Melt

# Call Me Miss Shaw!



Hey, everybody! Do you know  
about a girl that plays  
with a fiddle and a bow?  
She comes from Louisiana  
And she makes us all proud  
By mixing together a Louisiana sound.  
Amanda Shaw! Oh, yeah!  
Amanda Shaw! Uh-huh!

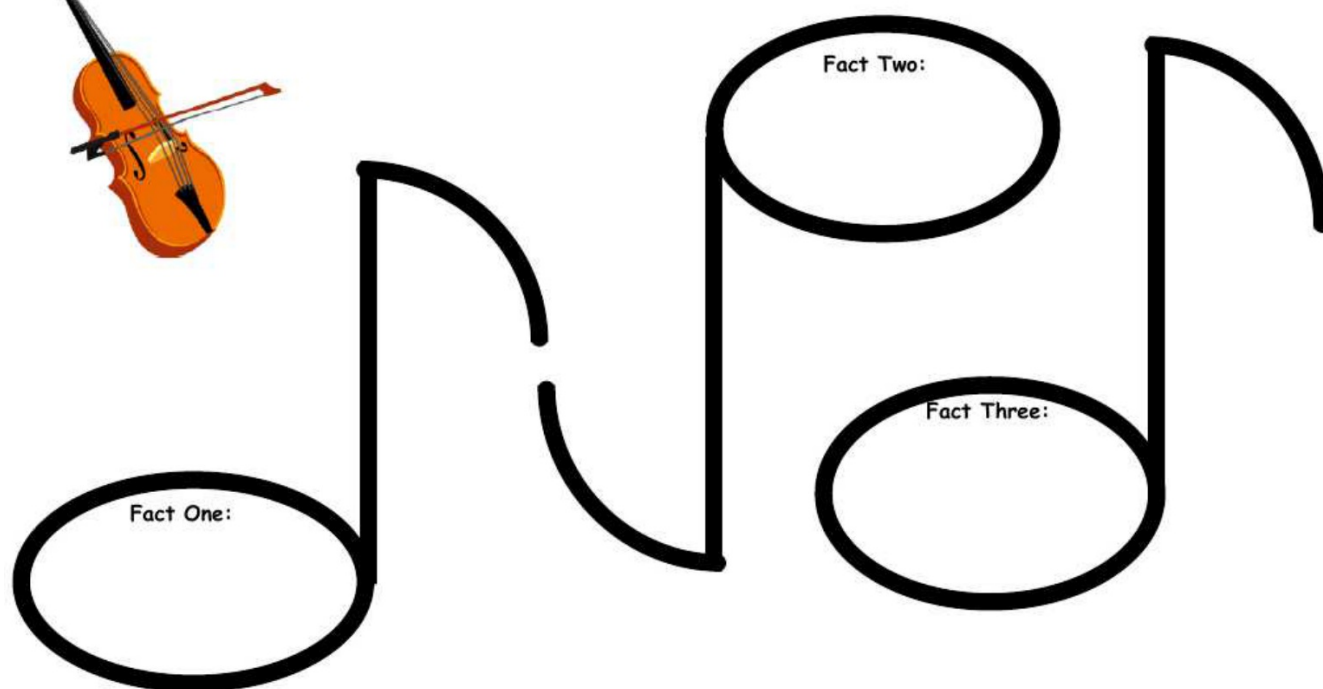
# Call Me Miss Shaw!

- 1) In small groups, read the biography or news article about Amanda Shaw.
- 2) Discuss in your groups three facts that people should know about Amanda Shaw.
- 3) Record your facts inside the music notes on the paper in your basket.
- 4) Share with the class your facts.



Names \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** In each note below, please write one fact you think others should know about Amanda Shaw.





## **Movement Menu**

Hop   Roll   Slash   Tiptoe   Lunge   Curl   Grow   Waddle

Leap   Pull   Bounce   Swim   Scoop   Creep   Twist   Tiptoe

Slither   Bend   Reach   Stretch   Burst   Freeze   Walk   Melt

# Johnny Can't Dance!

- 1) In small groups, select two movement words.
- 2) Explore ways to perform these movements.
- 3) Practice performing each movement for eight beats.
- 4) Perform movements for the class.

