

JOSEPHINE BAKER RETURNS TO ST. LOUIS: MUSIC AS A PRIMARY SOURCE



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PURPOSE OF OUR SESSION TODAY

HOW CAN WE CREATE MORE ENGAGEMENT
IN THE CLASSROOM BY USING
MUSIC AS A PRIMARY SOURCE?

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AGENDA FOR OUR SESSION TODAY

- **About TeachRock**
- **Introduction Activity**
- **5 M's of Using Music as a Primary Source**
- **Q&A**

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TEACHROCK



Launched by Rock and Roll Hall of Famer Little Steven Van Zandt, **TeachRock** provides free, standards-aligned K-12 arts-integrated resources to help teachers, students, and school communities succeed via the open educational resource website, **Teachrock.org**.

TeachRock improves students' lives by bringing the sound, stories, and science of music to all classrooms, inspiring deeper learning and understanding through the power of music.

Endorsed by the National Council for the Social Studies, **TeachRock** has been featured in *The Washington Post*, *The New Yorker*, *Education Week*, and many other publications.

More than 85% of teachers surveyed report heightened enthusiasm in **TeachRock** classrooms.

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INTRODUCTION ACTIVITY

Turn to your neighbor:

- Introduce yourself.
- Share one way you have used music in the classroom or an idea you would like to develop about using music in the classroom.

Share out:

- Tell us about your neighbor.
- How have they used music in their classroom and/or what idea would they like to develop about using music in their classroom?

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INTRODUCING A PEOPLE'S PLAYLIST

- In 2023, TeachRock received a grant from the Library of Congress through the Lewis-Houghton Civics and Democracy Initiative to develop a High School Course that uses music as a primary source to teach U.S. history.
- The course is part of the Library of Congress' Teaching with Primary Sources (TPS) initiative, and draws upon the methods developed by the Library of Congress and TPS partners to analyze primary sources in the classroom.
(loc.gov/programs/teachers/about-this-program/)
- TeachRock's *A People's Playlist* course will span the Reconstruction Era to 2000 (U.S. History II), with new units being published regularly in 2025 and 2026.

3 REASONS TO USE MUSIC IN YOUR HISTORY CLASS

1. **Music and Music Culture** is accessible and information-rich.
2. **Musicians** are historical actors, often representing their social or cultural settings.
3. **Music Making** is accessible to everyone, regardless of social status, providing a “bottom-up,” “grassroots,” or “people’s” perspective on historical events.

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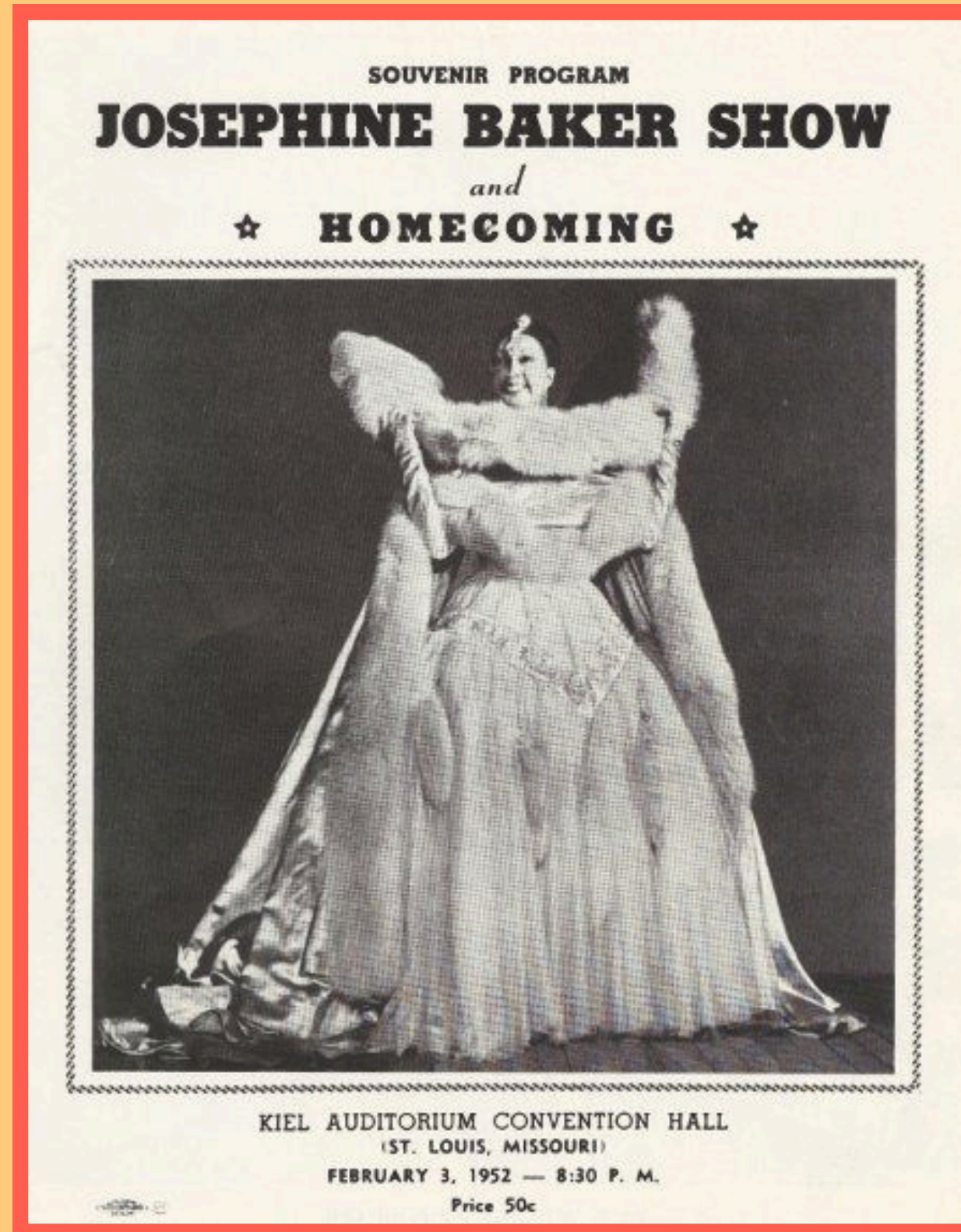
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- What do you see in this image?
- What questions do you have about this image?

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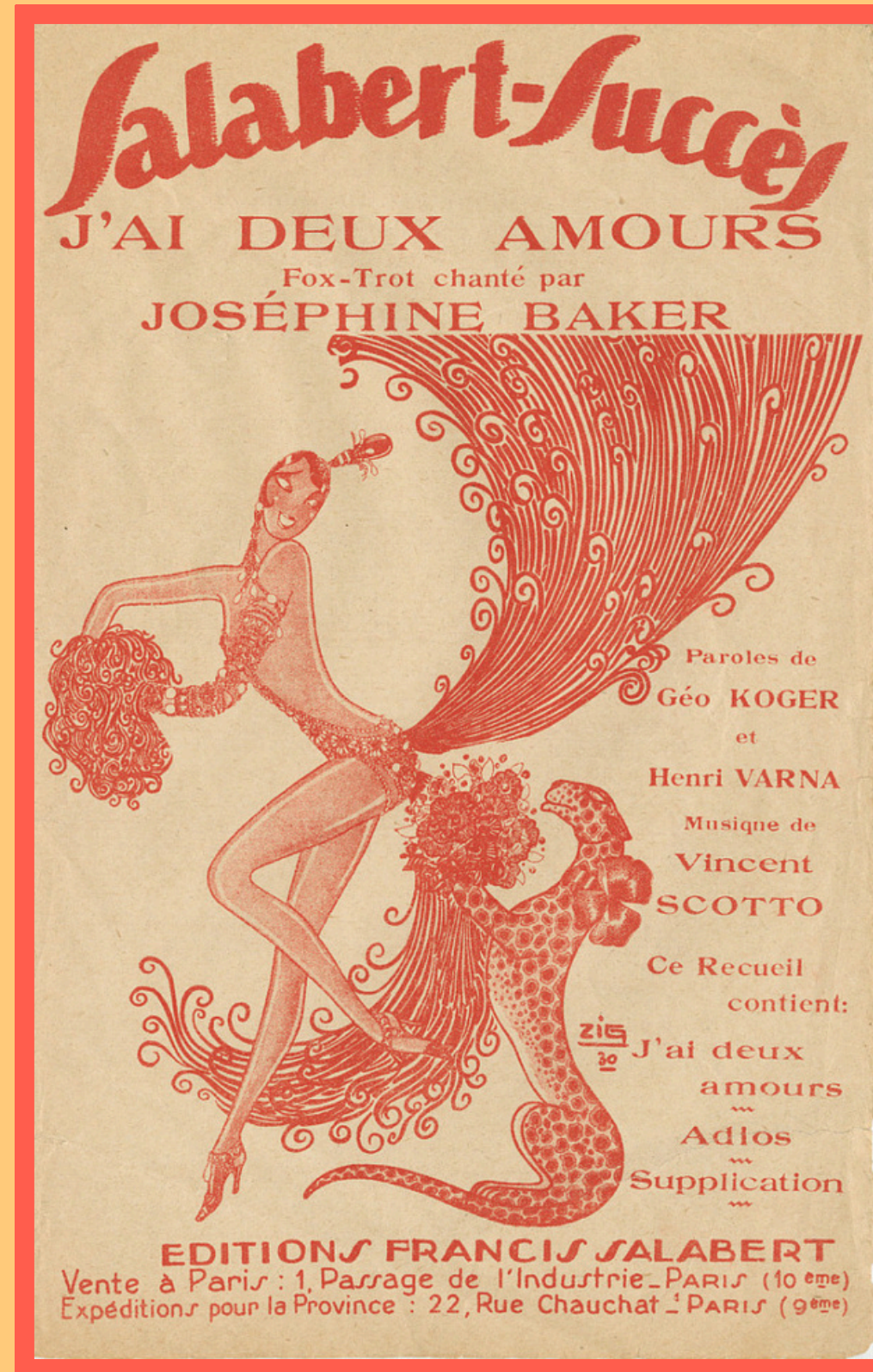
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- How does the cover of this sheet music provide context to the “Homecoming” show program?

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THE 5 M'S OF USING MUSIC AS A PRIMARY SOURCE

MUSICIAN

MEDIA

MATERIAL

MAKING

MAPPING

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MUSIC AS A PRIMARY SOURCE

MUSIC MATERIAL

MUSIC MATERIAL

Material Culture of Music

The objects that surround musicians and music making situate music within a specific culture and time.

Examples of Music Material as a Primary Source include:

- Album and Sheet Music Covers, Photographs, Posters
- Recording Contracts, Royalty Statements
- Merchandise, Stage Attire
- Musical Instruments
- Recording Machines, Software, Magnetic Tape



JOSEPHINE BAKER WEARING HER BANANA SKIRT, 1927

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Musicians are Historical Actors

Musicians create music in connection with and often in response to:

- lived experiences
- their identity
- cultural norms
- current events



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Examples of Primary Sources that explore the lives and perspectives of musicians as protagonists include:

- Autobiographies
- Diaries, Journals, Memoirs
- Newspaper Articles
- Personal Correspondence



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MUSICIAN



St. Louis Will Spread Royal Carpet For Jo Baker

St. Louis, Mo. — (ANP) — A royal St. Louis welcome is due the legendary Josephine Baker Feb. 3 that could make the New Orleans Mardi Gras pale in comparison. The fabulous star, for the first time since 1925, will make a professional appearance in her hometown.

The "sensational entertainer of three continents who put the real meaning into the word-sensational will live at the Park Plaza hotel, marking the



Jo Baker

first time that the hotel has accepted Negro guests.

Appearing at Kiel Auditorium in behalf of the "bitter struggle" Negroes are waging against the St. Louis public school system for equal facilities and integrated schools, Josephine Baker will receive a proclamation issued by the Mayor designating that day as "Josephine Baker Homecoming Day."

- How does this February 1952 newspaper article provide additional context to Josephine Baker's "Homecoming" show?

MUSICIAN



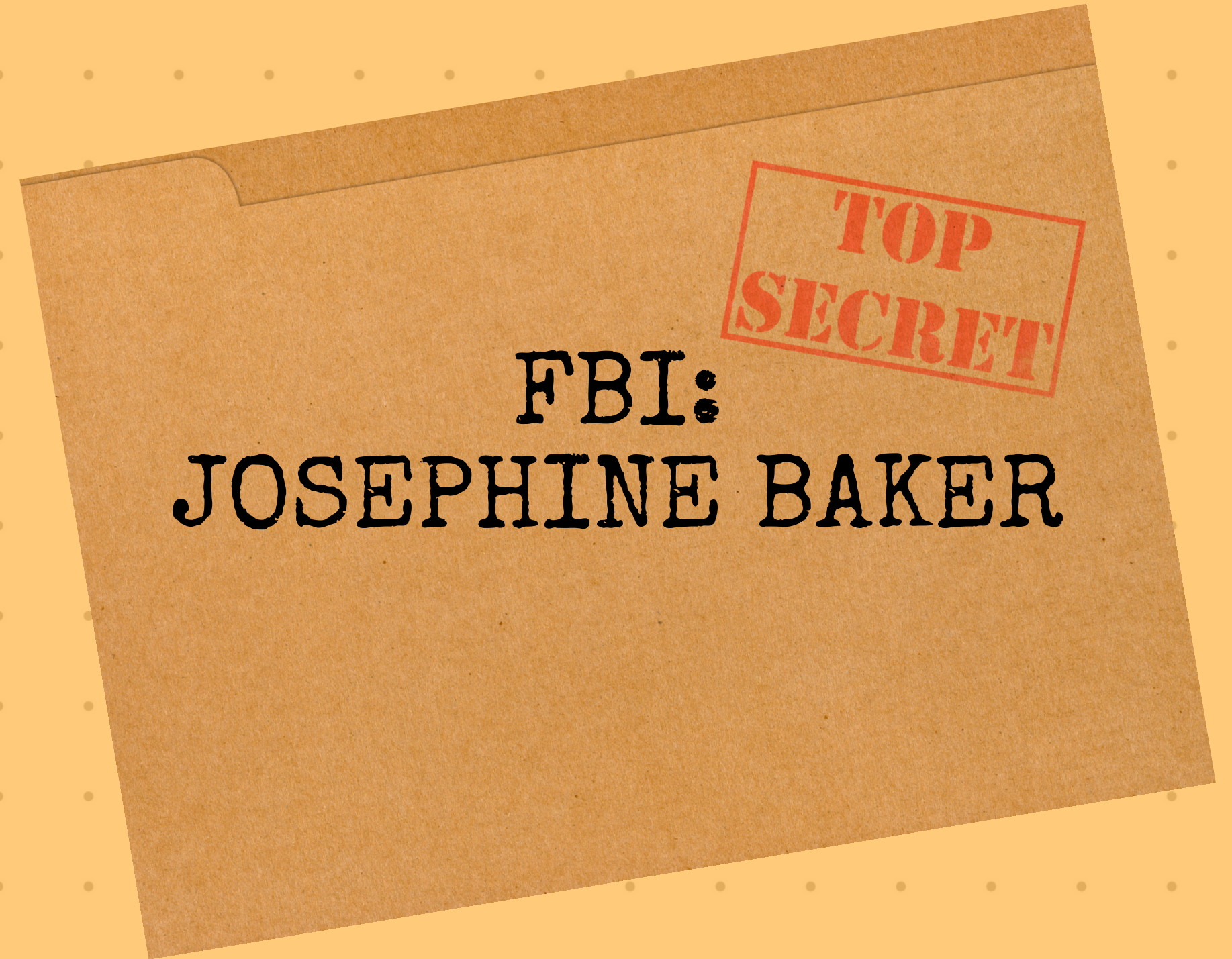
JOSEPHINE BAKER SINGS Tonkinese coiffure, flashing jewelry and a green velvet Christian Dior gown adding luster to the songs and stage personality of Josephine Baker, famed St. Louis-born entertainer, in her appearance at Kiel Auditorium Convention Hall last night. Gown and appointments were among a series of elaborate costumes displayed by Miss Baker in her first professional engagement here since 1925.

- What social justice movements were happening in the U.S. during the 1950s?
- How could Josephine Baker's speech enrich students' understanding of these movements?

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Josephine Baker speaking at the March on Washington in 1963 wearing her French Forces uniform



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5 M'S RESEARCH ACTIVITY

- Choose a musician from your local area.
- Briefly research that musician.

- How could you use that musician's story in your classroom?
- What are some possible primary sources you could use?

DIVE DEEPER INTO THE "5 M'S" APPROACH TO USING MUSIC IN THE HISTORY CLASSROOM



<https://bit.ly/PPEducatorsGuide>

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QUESTIONS?

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THANK YOU!

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