



Exploring Multicultural Identities Through Music





Our Mission Today

- ✦ Empower you to use music in your classroom, even if you are not “a musician”
- ✦ Help you use popular music to inspire student engagement in the classroom
- ✦ Consider ways music can help your students understand personal identity



TEACHERROCK
.ORG



Our Founder: Steven Van Zandt





CORE LESSONS

Lesson plans that connect music to classroom work across the disciplines.

CORE LESSONS

**More than 125 lesson plans available
free at teachrock.org**

The Beatles



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THE
BEATLES

BEATLES LESSONS

soundbreaking

Stories from the Cutting Edge of Recorded Music



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SOUNDBREAKING LESSONS

SONIC HIGHWAYS



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SONIC HIGHWAYS

Music, Time and Place

LAUNCH LESSONS

RUMBLE



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RUMBLE

The Indians Who Rocked The World

The award-winning documentary RUMBLE: The Indians Who Rocked the World tells the story of a profound, essential, and, until now, missing chapter in the history of American music: the Indigenous influence. The standards-aligned TeachRock RUMBLE lesson plans can help you bring that story into the classroom.

RUMBLE



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RUMBLE: THE INDIANS WHO ROCKED THE WORLD

NEWPORT, RI - JULY 1967: Singer songwriter and activist Buffy Sainte-Marie performs at the Newport Folk Festival in July, 1967 in Newport, Rhode Island. (Photo by David Gahr/Getty Images)

BLACKLISTED: BUFFY SAINTE-MARIE, PETER LA FARGE, JOHNNY CASH, AND THE RED POWER MOVEMENT

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RUMBLE: THE INDIANS WHO ROCKED THE WORLD

LINK WRAY, "RUMBLE," AND GROWING UP "SHAWNEE POOR"

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RUMBLE: THE INDIANS WHO ROCKED THE WORLD

NATIVE AMERICAN MUSIC FROM WOUNDED KNEE TO THE
BILLBOARD CHARTS: A DOCUMENT BASED EXPLORATION

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RUMBLE: THE INDIANS WHO ROCKED THE WORLD

“INDIANS” IN THE AMERICAN IMAGINATION: EXPLORING CULTURAL APPROPRIATION THROUGH STRUCTURED ACADEMIC CONTROVERSY

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RUMBLE: THE INDIANS WHO ROCKED THE WORLD

EXPLORING IDENTITY IN NATIVE AMERICAN VISUAL ART AND MUSIC THROUGH JIMI HENDRIX, STEVIE SALAS, ROBBIE ROBERTSON, AND THE BLACK EYED PEAS' TABOQ

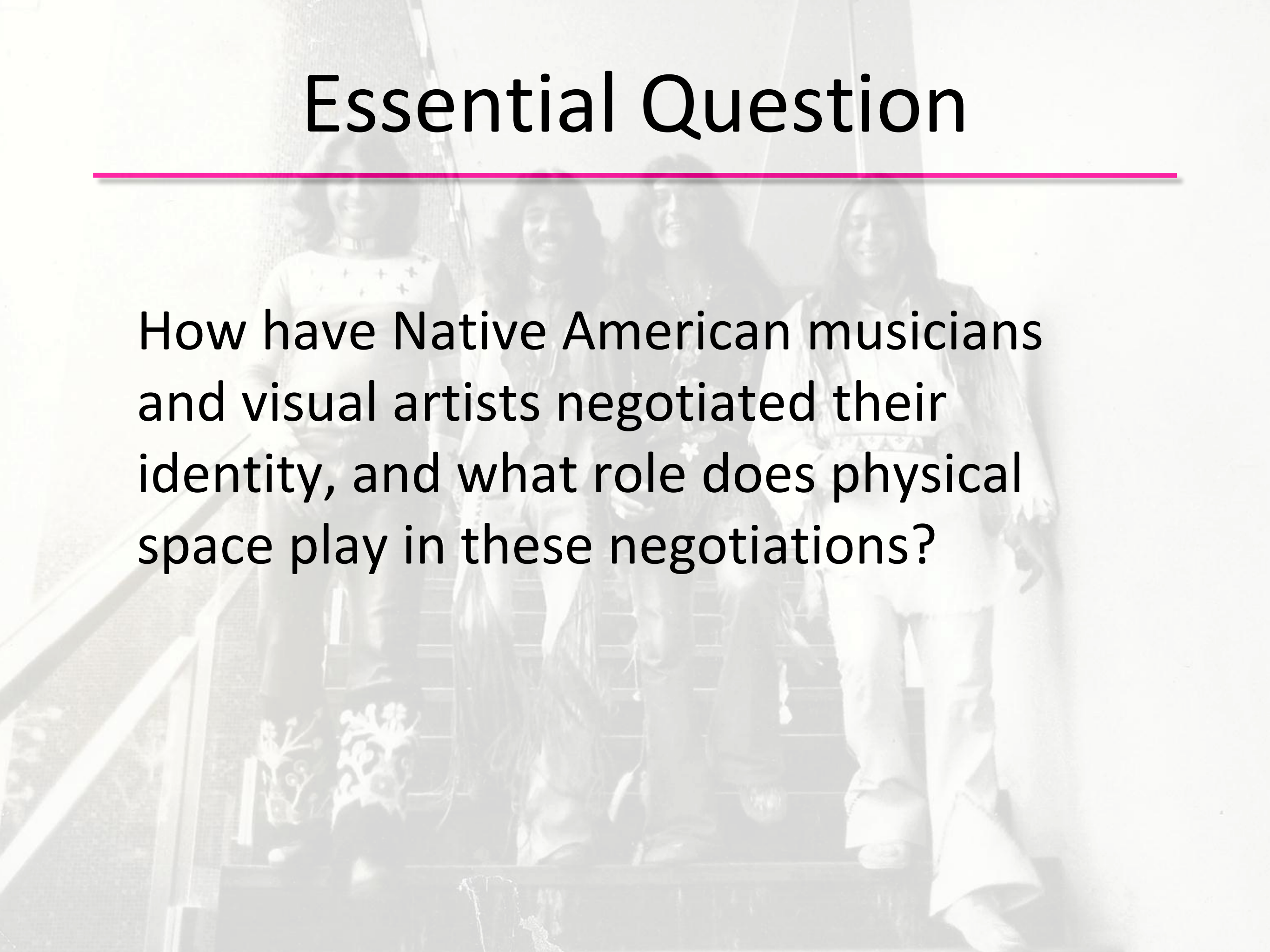
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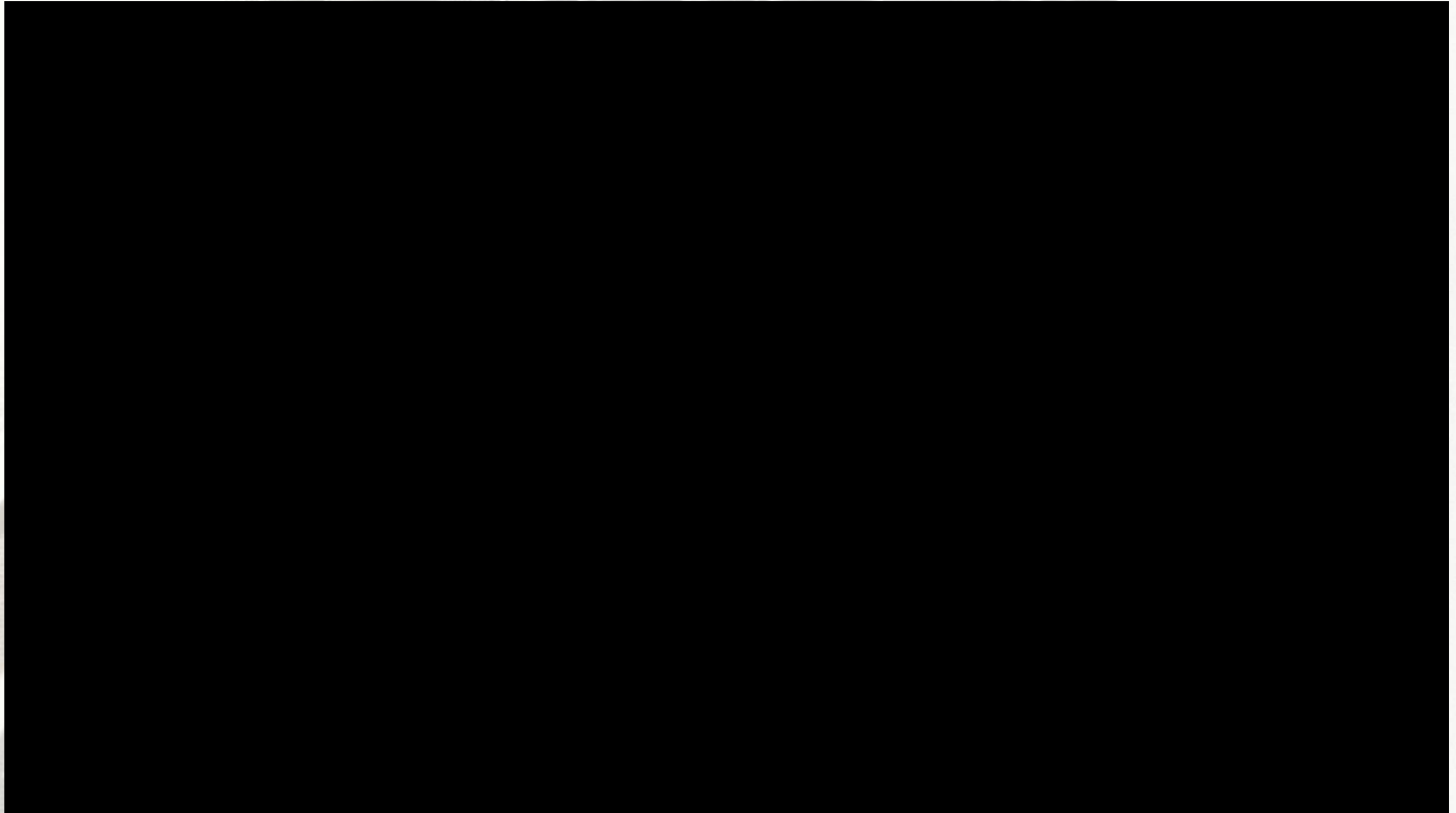
STANDARDS MEDIA HANDOUTS

Essential Question

How have Native American musicians and visual artists negotiated their identity, and what role does physical space play in these negotiations?

A faded background image of four Native American women standing on a wooden walkway. They are wearing traditional, ornate clothing with intricate patterns and designs. The woman on the far left is wearing a white top with a floral pattern and a dark skirt. The woman next to her is wearing a dark, fringed dress. The woman in the center is wearing a dark, patterned dress. The woman on the far right is wearing a light-colored, patterned dress. They are all smiling and looking towards the camera.

Fitting In



Video Comprehension Questions

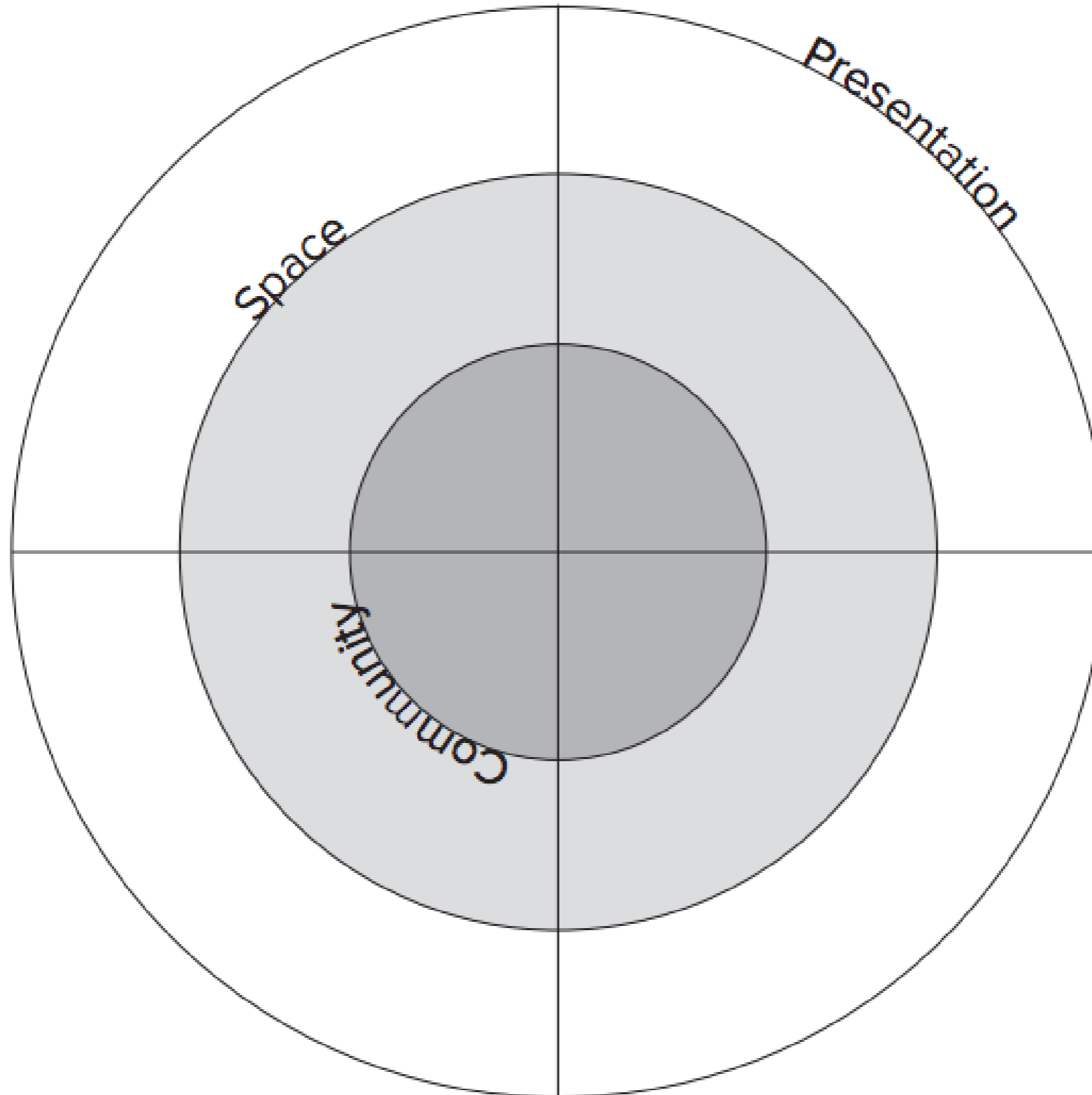
Why might Robbie Robertson have been told, “Be proud you’re an Indian, but be careful who you tell?”

Why do you think Stevie Salas might not have wanted to be seen as an “Indian rockstar?”

Why did Salas feel he needed to create an “identity” to fit into the Los Angeles scene, and why did he feel like he didn’t fit in to that space?

What might have inspired Taboo to recognize his Native ancestry?

HANDOUT



HANDOUT QUESTIONS

Do you behave or present yourself differently among various communities and spaces? Why?

Are all “spaces” physical? Can you think of any communities in which you participate which are not bound by geography? (Encourage students to consider their online lives.)

Do any of the quadrants you labeled better represent you? Do you feel you are being “more true to yourself” in some places versus other places? Could you be “true to yourself” no matter who you were with and where you were? Why or why not?

THANK YOU

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