

Swing It!

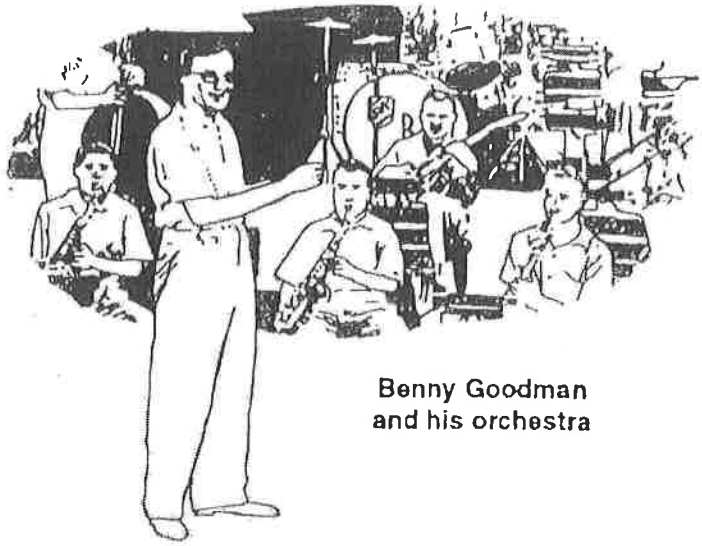
By the mid 1920s, the jazz style of Louis Armstrong had taken hold in the city of Chicago and influenced a number of other famous musicians. The style of swinging the eighth notes had spread, permeated the entire jazz scene, and become the norm.

Chicago jazz had retained the front line and the rhythm section of New Orleans jazz. Toward the end of the 1920s and into the 1930s the horn section, or the *front line*, was expanded to include additional instruments until finally there were four or five saxophones (two altos, two tenors, and a baritone saxophone), three or four trombones, and three or four trumpets. The rhythm section remained about the same except that the piano became the constant member of the rhythm section, along with the bass and drums. Often the guitar was added as a member of the rhythm section. This became the set number of instruments that would be used in the 1930s style, which came to be known as the *swing era*.

The swing era lasted from approximately 1935 to 1950. Swing music was heard most prevalently in New York City, which had taken over as the communications and cultural capital of America. In New York the recording industry first took hold and would later help in the further development and popularization of this type of music.

During the swing era there were two main directions that were taken by leaders of the enlarged ensembles. One direction was to feature a solo performer, often the leader of the band. Many of these bands employed a number of the leading jazz musicians of the time, and often the musical arrangements would be designed to feature these individuals, as well. An important development in this style of *big band* was the use of a *riff*, which is a short melodic line, usually quite rhythmic, that could be repeated either as the main melody of the piece or as a background for the soloists. Many of the works for this style of big band jazz were original compositions or blues tunes. The leaders of these bands were generally black and included such greats as Duke Ellington and Count Basie.

The other direction that developed in the 1930s can be seen in the bands of white band leaders such as Benny Goodman, Glenn Miller, Tommy Dorsey, and Woody Herman. These leaders incorporated many of the elements of the style used predominantly by black band leaders, but made adjustments to it in order to appeal to their predominantly white audiences. In their arrangements, the overall band sound was the most important aspect. While occasionally either the leader of the band or other special soloists would be featured, most arrangements featured ensembles. Instead of using original compositions, most band leaders created special arrangements of popular tunes such as pieces by Cole Porter and George Gershwin or other popular tunes with which their audiences were familiar. They were more interested in making their music successful with their audiences than in being artistically innovative.



Benny Goodman
and his orchestra

Name _____ Date _____

Questions for Consideration

1. What new style permeated the jazz scene?

2. What was expanded toward the end of the 1920s?

3. What types of instruments made up the saxophone section?

4. How many trumpets and trombones were there?

5. What became a constant member of the rhythm section?

6. What was this era known as?

7. In what city was the swing era most prevalent? Why?

8. What city was no longer the major jazz city of America?

9. Name one of the leaders of the big bands that featured black performers.

10. List three of the predominantly white band leaders.

Greve - PE
(111)

4/11/14 – 8th Grade

Blizzard Bag Assignment #3 for Physical Education - Mr. Greve

Go to brainpop.com

Login – blanchesterms

Password - wildcats

Click on Health Then click on Sports & Fitness Then click on Soccer

Watch the video

Then take the quick 10 question quiz (Classic Quiz)

After the quiz click on email your results

Enter your name and then my email – grevet@blan.org

Then click OK

Then you are finished!

Name _____

Date _____

Rhythmic Equations I

Combine all note values to complete the following rhythmic equations:

Examples: $\text{♩} + \text{♩} = 2$

Examples:

$\text{♩} + \text{♩} = 3$

Rhythmic Values:

$\text{♩} = 1$

$\text{♪} = 2$

$\text{♩} = 4$

1. $\text{♩} + \text{♩} =$

9. $\text{♩} + \text{♩} + \text{♩} + \text{♩} =$

2. $\text{♩} + \text{♩} =$

10. $\text{♩} + \text{♩} + \text{♩} + \text{♩} =$

3. $\text{♩} + \text{♩} + \text{♩} =$

11. $\text{♩} + \text{♩} + \text{♩} + \text{♩} =$

4. $\text{♩} + \text{♩} + \text{♩} =$

12. $\text{♩} + \text{♩} + \text{♩} + \text{♩} =$

5. $\text{♩} + \text{♩} + \text{♩} =$

13. $\text{♩} + \text{♩} + \text{♩} + \text{♩} =$

6. $\text{♩} + \text{♩} + \text{♩} =$

14. $\text{♩} + \text{♩} + \text{♩} =$

7. $\text{♩} + \text{♩} + \text{♩} =$

15. $\text{♩} + \text{♩} + \text{♩} + \text{♩} =$

8. $\text{♩} + \text{♩} + \text{♩} =$

16. $\text{♩} + \text{♩} + \text{♩} + \text{♩} =$

Wood - Band
(2/2)

BMS 8th Band Blizzard Bag 3 4/11/14

Use the Rhythmic Equations 1 PDF worksheet. Place your answers for each item in the box.

Your blan.org username will be recorded when you submit this form.

1 *

2 *

3 *

4 *

5 *

6 *

7 *

8 *

9 *

10 *

11 *

12 *

13 *

14 *

15 *

16 *

Send me a copy of my responses.

Mr. Ballinger's PE Blizzard Bag #3

Instructions

Go to www.brainpop.com

Log in

username: blanchesterms

password: wildcats

Watch the video

Click on [Social Studies](#), then [Culture](#), then [Basketball](#), watch the video

Take the quiz

Click [Take the Quiz](#), then [Classic Quiz](#), then answer the questions

Email Results

Click [Email Your Results](#), enter your name and Mr. Ballinger's email (ballingerb@blan.org), send results

Vance-Art
(1/1)

Blizzard Bag 3: Vance: Art

Google: Modigliani life, Click on: Amedeo Modigliani-facts,birthday, life story

1. Amedeo Modigliani was born on what month, day, year, town and country.
2. He died in what year _____ and at the age of _____.
3. He was influenced by _____ sculpture.

Blizzard Bag #3

- Read "The 1860 Election and Secession Crisis" selection.
- Answer the 10 questions on the back. You may either write your answers on paper or submit them in a google doc. (You DO NOT need to write the questions. Please write the answers only.)
- This assignment is worth 10 points.

THE 1860 ELECTION AND THE SECESSION CRISIS

By 1860, the aftermath of John Brown's raid was felt across the nation. Buchanan's image was hurt by scandals in his administration, and the Supreme Court was discredited because of the Dred Scott decision. Congress was hardly able to do business; anything one section proposed was opposed by members from the other section. Chaos was taking over.

All of this made the election of 1860 especially important. The Democrats met in Charleston, South Carolina, in April, and even though Stephen Douglas was popular with northern delegates, he lacked southern support. The convention adjourned without choosing a candidate and was to meet in June at Baltimore. Whigs and Know-Nothings joined forces that year and relabeled themselves as the Constitutional Union party. They chose John Bell (Tennessee) and Edward Everett (Massachusetts) as their candidates.

The Republican convention met in Chicago at a large wooden building called the "Wigwam." Two men had the largest delegate support: Lincoln and William Seward. The platform was written first, and it included the right of states to control domestic institutions (whether to have slavery), a railroad to the Pacific, a homestead act, and a protective tariff. The contest for president was hard fought, but Lincoln won the nomination on the third ballot. The vice presidential choice was Hannibal Hamlin of Maine.

When Democrats met again at Baltimore, they were no closer to agreement than they had been in Charleston. Southern delegates walked out; the northern delegates then chose Douglas as their presidential candidate. Southerners met again and chose John C. Breckinridge of Kentucky as their candidate.

There were no TV commercials or presidential debates in 1860 and very few speeches by the candidates. Southerners warned they would leave the Union if Lincoln was elected. That threat had been used before, and few Republicans believed the southerners were serious. Douglas, however, did believe them and campaigned in the South warning against the folly of secession.

Lincoln won a clear majority in the electoral vote with 180, Breckinridge 72, Bell 39, and Douglas 12. Lincoln won in northern states, Douglas and Bell in border states, and Breckinridge in the South.

Receiving promises of support from Mississippi and Alabama, South Carolina seceded December 20, 1860. In South Carolina, people cheered and bands played as the U.S. flag was taken down. Other states of the Deep South felt the same joy as they departed in January 1861. The Union was falling apart, and Buchanan was still president until March.

Buchanan did not know what to do. He opposed secession, but felt he had no right to force states to remain. Many Cabinet members, military people, and government employees supported the South, so no one could be trusted. By March 1861, seven states had left the Union and seized all federal property within their borders. Now only two spots remained in Federal hands: Ft. Sumter in Charleston's harbor and Ft. Pickens at Pensacola, Florida.



Courtesy New-York Historical Society

Abraham Lincoln

Name _____

Class _____

CHALLENGES

1. Who was the favorite candidate in 1860 among northern Democrats?

2. What kept him from getting the nomination at Charleston?

3. What groups joined to form the Constitutional Union party?

4. Whom did the Constitutional Union party choose for president?

5. Whom did northern Democrats run for president in 1860?

6. Who ran for president on the southern Democratic ticket?

7. Which candidate did the most campaigning?

8. How many electoral votes did Lincoln get?

9. What were some problems Buchanan had in dealing with southern secession?

10. By the time Lincoln came into office, what two forts in the South still remained in Federal hands?

8th Grade Math/Algebra

- Login to your Khan Academy Account (For Mr. Stahley's class, this will be different than your bl_student account)
- Become Practiced in "Estimating the line of best fit" and "Angles 1" (Get five questions correct in a row)
- If you become stuck, watch the video for help!

https://www.khanacademy.org/math/probability/regression/regression-correlation/e/plotting_the_line_of_best_fit

https://www.khanacademy.org/math/cc-eighth-grade-math/cc-8th-geometry/cc-8th-triangle-angles/e/angles_1

Blizzard Bag #3 SCIENCE NICHOLLS

NAME _____

You will examine the pros and cons of genetic engineering and crops by visiting
<http://www.pbs.org/wgbh/harvest/exist/>

You will read about 6 different topics of genetic engineering, from BOTH viewpoints.
 Click only YES at bottom to get one side of the debate, then repeat by picking only NO at the
 bottom to get information from the opposing side.

| TOPIC | YES (gives NEGATIVE aspects) | NO (gives POSITIVE aspects) |
|-------------------|------------------------------|-----------------------------|
| <i>health</i> | | |
| <i>farmers</i> | | |
| <i>technology</i> | | |

| | | |
|---------------------------------------|--|--|
| <i>environ.</i> | | |
| <i>popul.</i> | | |
| <i>gov't & regulation</i> | | |

After reading both sides of the genetically engineered crops argument, do YOU think genetically engineered crops are a good/bad idea. **Explain** your answer using evidence from what you read.

The Frost

By Hannah Flagg Gould

The frost looked forth on a still, clear night,
And whispered, "Now I shall be out of sight;
So through the valley and over the height
I'll silently take my way.

I will not go on like that blustering train,
The wind and the snow, the hail and the rain,
That make so much bustle and noise in vain,
But I'll be as busy as they!"

He flew up, and powdered the mountain's crest;
He lit on the trees, and their boughs he dressed
With diamonds and pearls;-and over the breast
Of the quivering lake he spread
A bright coat of mail, that it need not fear
The glittering point of many a spear
That he hung on its margin, far and near,
Where a rock was rearing its head.

He went to the windows of those who slept,
And over each pane, like a fairy crept;
Wherever he breathed-wherever he stepped-
Most beautiful things were seen
By morning's first light! There were flowers and trees,
With beavies of birds and swarms of bright bees;
There were cities-temples, and towers; and these,
All pictured in silvery sheen!

But one thing he did that was hardly fair-
He peeped in the cupboard, and finding there
That none had remembered for him to prepare,
"Now, just to set them a-thinking,
I'll bite their rich basket of fruit," said he,
"This burly old pitcher-I'll burst it in three!
And the glass with the water they've left for me
Shall 'tchick!' to tell them I'm drinking!

Name: _____ Date: _____

1. How is the movement of the frost through the valley described in the poem?

- A bustling
- B nosily
- C silently
- D blustering

2. Read the stanza: "He lit on the trees, and their boughs he dressed with diamonds and pearls..."

What did the frost do to the tree boughs?

- A The frost breathed on the trees.
- B The frost powdered the trees with snow.
- C The frost lit the branches with sparkling ice.
- D The frost spread a bright coat of sparkling armor like plates.

3. Read the first three lines of the poem. What do they communicate about the setting?

- A The frost is awakened by the clear morning sun.
- B The frost quietly moves through a clear night.
- C The frost ventured out during a windy and rainy evening.
- D The frost went blustering through the valley like a train at night.

4. Read the following lines: "There were flowers and trees,/ With bebies of birds and swarms of bright bees;/ There were cities-temples, and towers; and these,/ All pictured in silvery sheen!"

What does the word **bebies** mean?

- A different kinds
- B flocks
- C nests
- D a couple

5. What is the poet trying to communicate to the reader regarding frost?

- A Frost can move noisily like wind and snow.
- B Frost can get into your house and burst a pitcher.
- C Frost can be beautiful, but also destructive.
- D Frost can freeze lakes and make them look glittery.

6. Re-read the 1st stanza in the poem. For what purpose does the poet include a description of trains, wind, snow, hail and rain?

7. Read the following lines from the poem: "Of the quivering lake he spread/ A bright coat of mail, that it need not fear/ The glittering point of many a spear." What did the frost most likely do to the lake? Why?

8. The question below is an Incomplete sentence. Choose the word that best completes the sentence.

The frost does not move as noisily as the wind and snow _____ the frost was just as busy.

- A and
- B because
- C but
- D so

9. Answer the following questions based on the sentence below.

On a still, clear night, the frost created beautiful sights by frosting the trees and powdering the mountain's crest.

Who? the frost

(did) What? _____

When? _____

How? _____

10. **Vocabulary Word:** quiver: shake with small movements.

Use the vocabulary word in a sentence: _____
