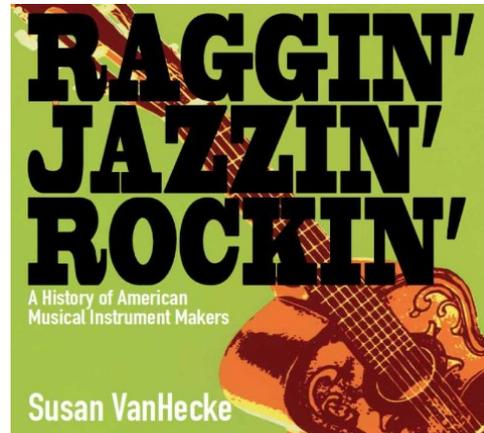


# **RAGGIN' JAZZIN' ROCKIN'**

## **A History of American Musical Instrument Makers**

**By Susan VanHecke**



## **DISCUSSION GUIDE**

### **Immigration and the Instrument Makers**

Many of the instrument makers you've read about in *Raggin' Jazzin' Rockin'* were immigrants, people who left their homeland to settle in the United States. They were part of a "Great Migration" to the U.S. during the mid-19<sup>th</sup> century. An increase in the number of shipping companies, along with cheaper travel fares, made it possible for more and more immigrants to come to America. Typically, immigrants wanted to leave poor conditions—such as famine, political unrest, or economic hardship—in their home countries. America was seen as a land of new opportunities. Many immigrants settled in port cities in the United States.

#### **Questions:**

1. Which of the instrument makers in *Raggin' Jazzin' Rockin'* were immigrants?
2. Where did they come from? Where did they settle in the United States?
3. Why did the immigrants leave their native countries?
4. What do you think life was like for them when they first arrived in America?
5. Do you think coming to America was a good decision for them? Why or why not?

## Life During Wartime

Many of the instrument makers profiled in *Raggin' Jazzin' Rockin'* were impacted by America's involvement in wars both abroad and at home. For some, wartime changed the way they ran their businesses. Others had personal connections to war. For those who came to America as immigrants, helping in the war effort proved their pride as new U.S. citizens.

### Questions:

1. Which of the instrument makers were affected by war? Which wars?
2. How did wartime conditions impact their instrument-making businesses? Their personal lives?
3. How did the instrument makers respond to the challenges of war?

## Secrets of Success

Most all of the instrument makers you've met in *Raggin' Jazzin' Rockin'* came from humble beginnings. They weren't rich, they didn't come from privileged backgrounds. They were ordinary people who built extraordinary businesses.

### Questions:

1. Briefly describe the background of each instrument maker. Would you have predicted they would have become so successful in their field?
2. Can you name certain qualities or characteristics about each instrument maker that may have led to their great success?
3. Can you identify specific actions or practices undertaken by each instrument maker that helped to build their business?
4. Imagine you were starting a business. What ideas might you borrow from the instrument makers to ensure your success?

## Core Curriculum State Standards Alignment Documentation

### English Language Arts Standards » Reading:

#### Informational Text and Literacy in History/Social Studies

RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RH.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.