

Cool Cats

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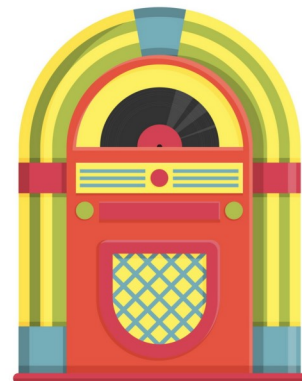
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TEACHER'S GUIDE

This guide contains materials to aid teachers in teaching Preschool-1st grade students about the history of the Surf Ballroom and its ties to the early Rock n' Roll era. The guide will discuss what museums are, what life was like in the 50's, and how The Surf Ballroom and Clear Lake played a role in early Rock 'n' Roll. This guide addresses specific curriculum objectives in language arts, music and social studies for students Pre-k through 1st grade. All curricular connections are based on the National Core Standards and the Iowa Core Standards, and all included activities can be used as interdisciplinary teaching tools. Teacher's Notes are included in some of the lessons that provide special instructions and suggestions for ways teachers can adapt lessons to their particular class. This guide is meant to be used in tandem with the Cool Cats PowerPoint presentation. A tour of the Surf Ballroom and Museum is available at the conclusion of this lesson.



Cool Cats

1 | What Is A Museum?

Iowa Core Standards

Language Arts

11.1 (p-m.1) Choose the singular or plural noun that matches the picture.

11.1(p-0.1) Compare pictures using adjectives.

11.1 (8) Demonstrates receptive (listening) English language skills to be able to comprehend the English language.

Social Studies

SS.K.1 Recognize a compelling question

SS.K.3 Construct responses to compelling questions using examples.

Learning Objective: Students will learn the distinctive characteristics of a museums.

Prep Time: 10 minutes printing out visual aids.

Materials: White board or easel paper, Internet access, paper, pencil, poster, bulletin board, visual aids, Cool Cats Power Point.

Vocabulary: artifact, museum



1. Share the following with students.

The Surf Ballroom is both a museum and a concert venue. Let's first learn a little bit about what makes it a museum.

2. Use the following questions to engage students in a discussion about museums.

- Have you ever been to a museum?
- Which one?
- What did you see there?
- What did you do there?
- What types of museums are there? (art, aquarium, history, zoos)
- Why do you think they are considered museums? (They all exhibit specific objects, living or non-living)

3. Create a bulletin board in your class about your study of museums and early rock n' roll.

Post students' work from this lesson, museum brochure and photos.

4. Discuss and share the following with students.

What types of objects have you seen at museums? Music history museums like the Surf Ballroom contain *artifacts*. An artifact is an object made or used by someone in the past. Some artifacts tell us how people lived long ago, while others are ordinary objects used by important people. Museums such as zoos collect and preserve living objects (animals).

Teachers Note

Have students point out a "Classroom Artifact." This could be a student project on display or a stapler. Something that stays in the classroom that people of past classes have used.

Cool Cats

5. As a class, generate a list of common characteristics of a museum.

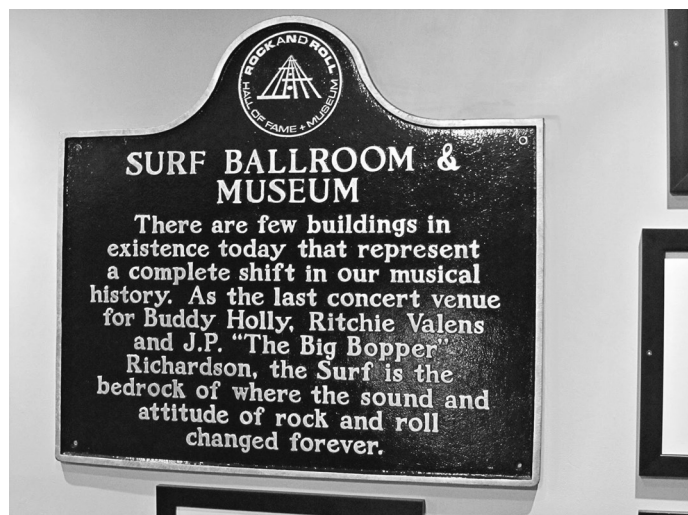
This will determine students' initial understanding. Use questions and student responses from #2 to help create this list.

Teachers Note

You can also create a visual board as they answer questions using the Visual Aid Cutouts.

6. After students have generated this list, share the definition of a museum:

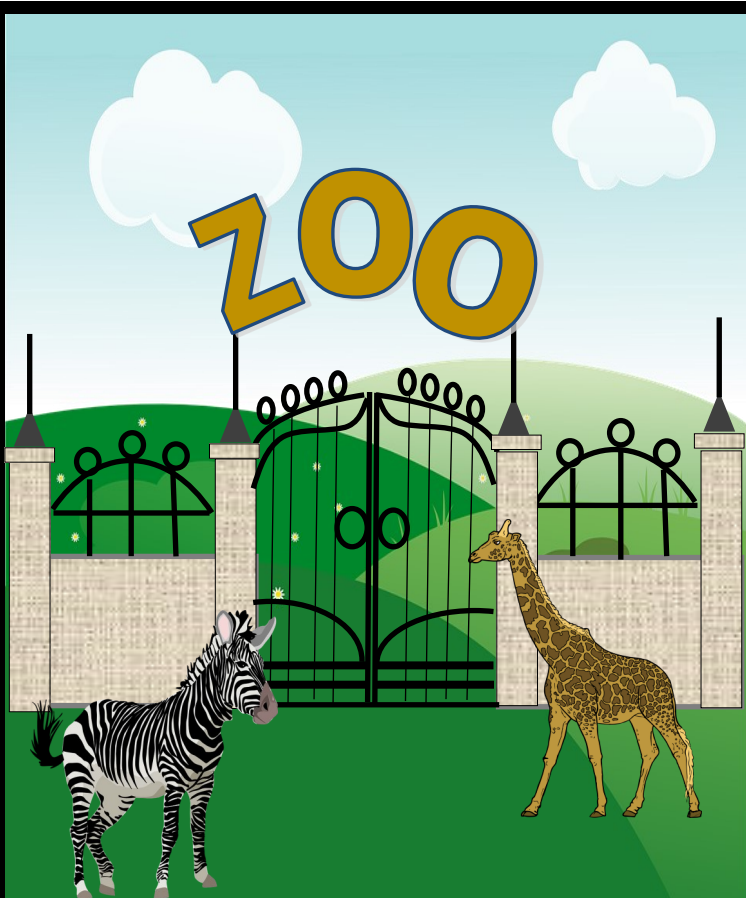
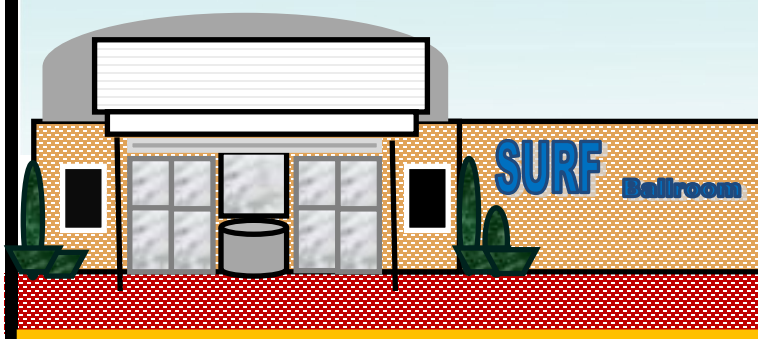
A museum is building or establishment in which collections of historical, scientific, artistic or living objects of interest are stored and exhibited.



Visual Aid Cut Outs

What Types of Museums are there?

Surf Ballroom & Museum



Aquarium



Art Museum



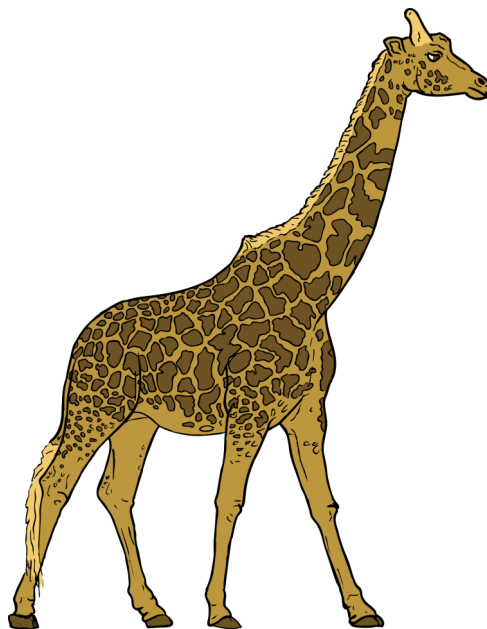
Visual Aid Cut Outs

What do they have in museums?

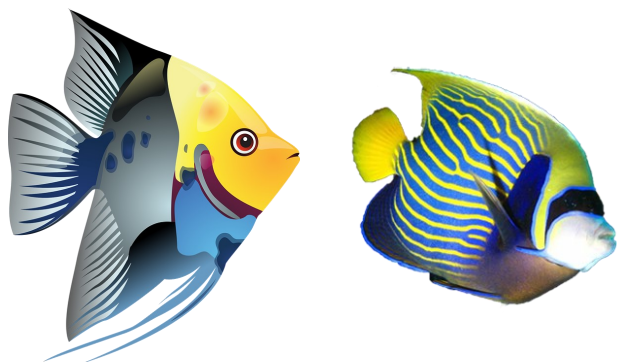
Artifacts



Animals



Fish



Paintings



Visual Aid Cut Outs

What do you do there?

Listen



Look



Walk



Read



Cool Cats

2 | Life in the 40's/50's

Iowa Core Standards

Language Arts

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

Social Studies

SS.K.17 Compare life in the past to life today.

SS.K.16 Distinguish at least two related items or events by sequencing them from the past to the present.

SS.1.8 Identify students' own cultural practices and those of others within the community and around the world.

Learning Objective: Students will learn the cultural differences of the 1950's versus today.

Prep Time: 10 Minutes for printing materials.

Materials: Cool Cats PowerPoint, Color Code Worksheet, Rockin' 50's and Today Booklet, Crayons.



1. Share the following with students.

- The Surf Ballroom was built in 1948. What year is it right now?
- The clothes they wore back then are much different than the clothes we wear today. Girls wore skirts called poodle skirts. Why do you think they were called poodle skirts?

Teachers Note

While poodle skirts and saddle shoes were all the rage, women wearing pants became more of the norm. At least more so than any other previous era.

- They also would wear shoes called saddle shoes.
- What color are these saddle shoes?
- They also had things that we have today! Including; McDonalds, Barbie, M&M's, Hula Hoops, and colored TV. All of these things were created or invented during the 1950's.

2. Rockin' 50's & Today

Options:

1) PowerPoint Visual

- Using the PowerPoint slide titled, "Rockin' 50's and Today", point to each picture and have the students identify whether it's from the 50's or today.

2) Color Code Worksheet

- Have the students complete the Color Code Worksheet

3) Rockin' 50's and Today Booklet

- Have the students complete the Rockin' 50's and Today Booklet and read together as a class.
- The Surf was built by a man named Carl Fox

Name: _____ Rockin' 50's & Today

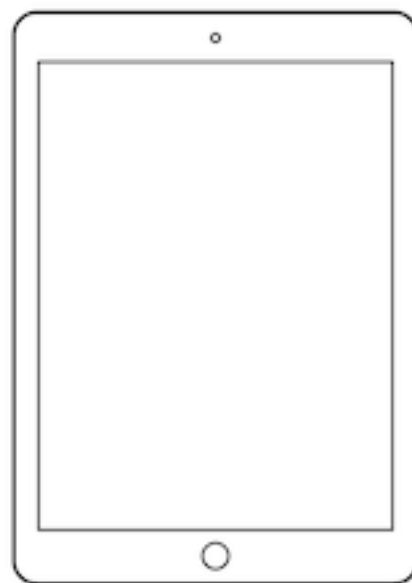
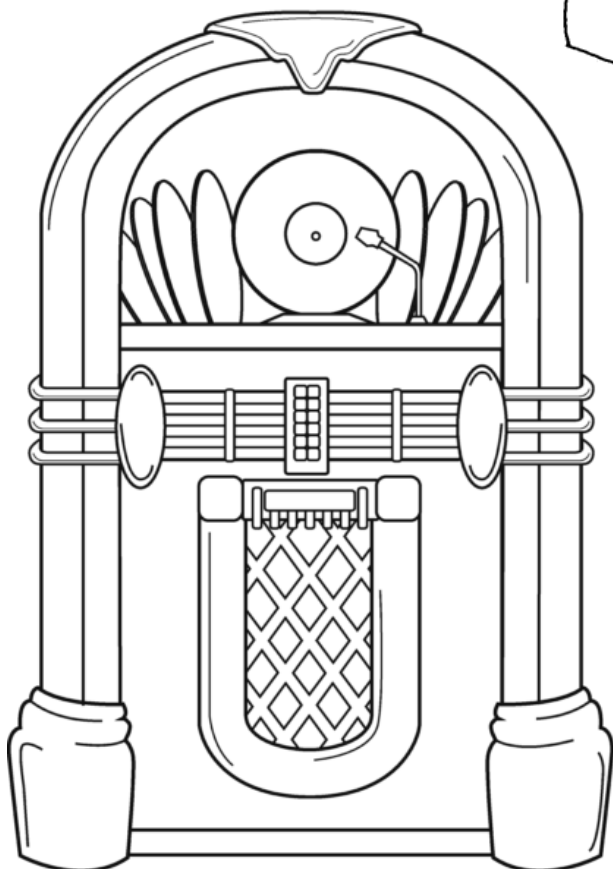
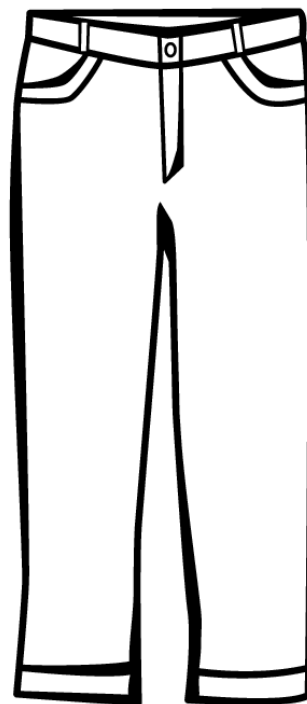
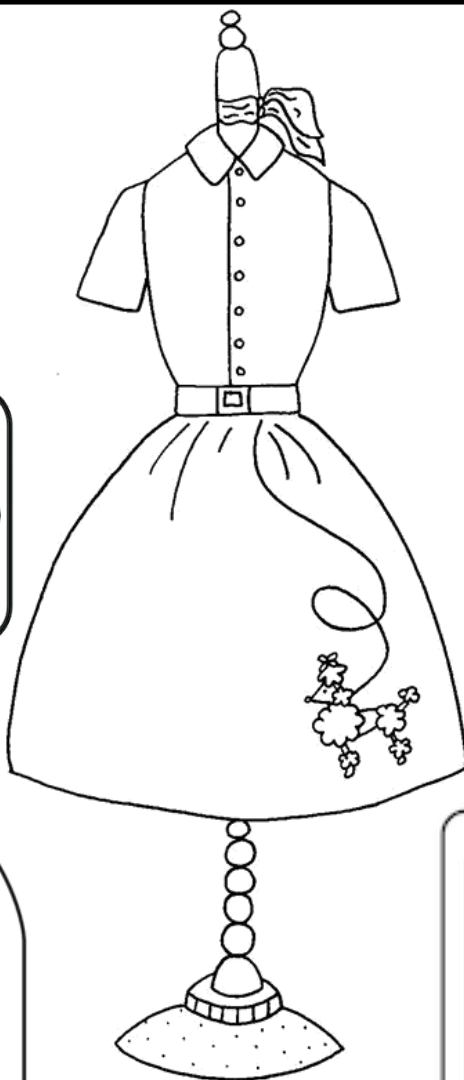
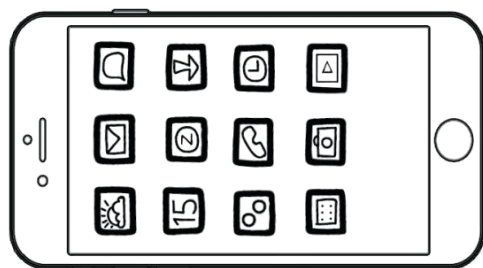
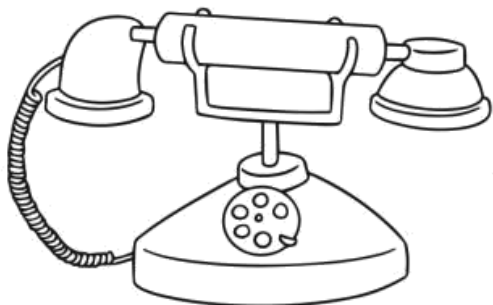
Use the color code to identify the Rockin' 50's and today.



-Rockin'
50's



-Today



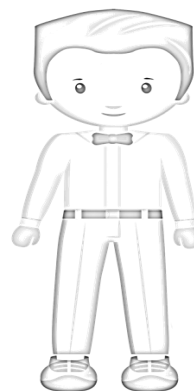
Rockin' 50's

and Today

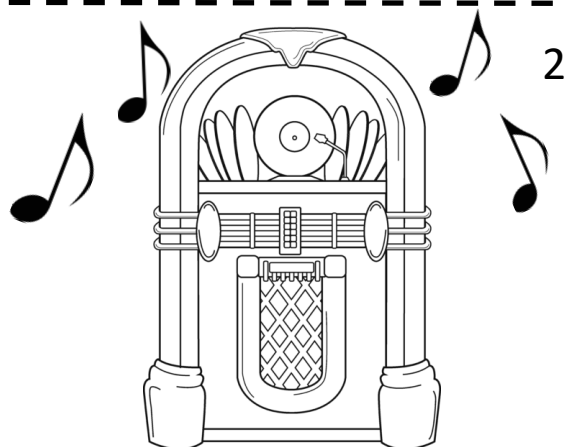


Name: _____

1

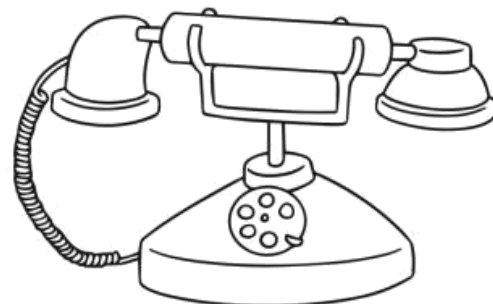


In 1950, life was different than it is today.



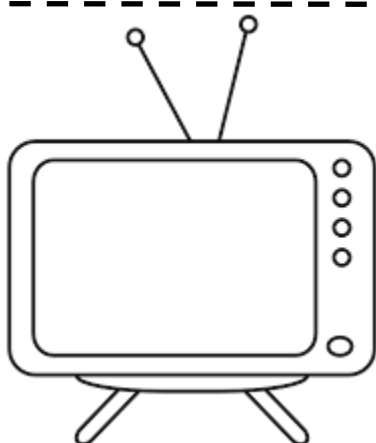
2

People listened to music on the Jukebox instead of an iPad.



3

People called on phones called "rotary phones" because cell-phones had not been invented.

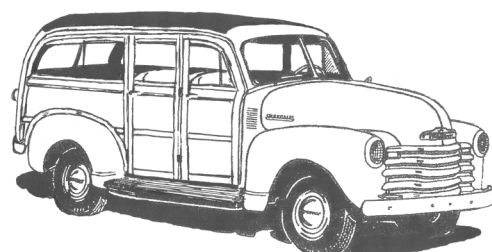


4

TV shows were in black and white.



5



What other differences are there between life in 1950 and today?

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3 | The Surf Ballroom

Iowa Core Standards

Language Arts

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Social Studies

SS.K.17 Compare life in the past to life today.

SS.K.16 Distinguish at least two related items or events by sequencing them from the past to the present.

SS.1.8 Identify students' own cultural practices and those of others within the community and around the world.

Learning Objective: Students will learn about the Surf Ballroom, its unique theme and why people went to ballrooms.

Prep Time: none

Materials: Cool Cats PowerPoint

Vocabulary: unique

1. Share the following with students.

The Surf was built by a man named Carl Fox. He built the Surf so that the community would have a place to go dancing.

The Surf has a very unique theme.

Question: What does unique mean?

Being the only one of its kind; unlike anything else.

Inside the Surf you will find palm trees, paintings of the beach and pineapple drawings.

Teachers Note

Pineapples are an international sign of welcome and are the first thing you see as you walk in the front doors of the Surf Ballroom.

People would come from all around to dance on the weekends! Check out this video of some "Cool Cats" dancing in the 50's.

(Show 50's dancing video in the Cool Cats PowerPoint.)



Cool Cats

4 | The Winter Dance Party

Iowa Core Standards

Language Arts

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

Social Studies

SS.K.17 Compare life in the past to life today.

SS.K.16 Distinguish at least two related items or events by sequencing them from the past to the present.

SS.1.8 Identify students' own cultural practices and those of others within the community and around the world.

Music

MU:Cr1.1.Pre-K With substantial guidance, explore and experience a variety of music.

MU:Pr4.2.Pre-K With substantial guidance, explore and demonstrate awareness of musical contrasts

MU:Re7.2.Pre-K With substantial guidance, explore musical contrasts in music.

Learning Objective: Students will learn the about influential artists, Buddy Holly, Ritchie Valens and The Big Bopper. They will implement what they have previously learned about 50's culture and how it is relevant in the video examples of these singers.

Prep Time: 5 minutes to print Winter Dance Party poster worksheet.

Materials: Cool Cats PowerPoint, Winter Dance Party poster worksheet.

1. Share the following with students.

One of the biggest dances that ever happened at the Surf was the Winter Dance Party Tour. The Winter Dance Party Tour took place in January/February and consisted of Buddy Holly, Ritchie Valens, The Big Bopper and Dion and the Belmonts. *Show students the Original WDP poster on the Cool Cats PowerPoint.*

2. Meet the Artists

• Buddy Holly Facts

- 1) Buddy Holly was born in Lubbock Texas.
- 2) The first instrument Buddy played was the piano. *Buddy, like many families during the time of his childhood, had a piano in his living room. It was on this household instrument that Buddy learned to play and fall in love with music. How many of you have a piano at your house?*
- 3) Buddy Holly used to experiment with different sounds. For example, he would play cardboard boxes on stage instead of drums.
- 4) He formed a band called Buddy Holly and the Crickets.

Play Buddy Holly Video (PowerPoint)



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• Ritchie Valens Facts

1) Last name is actually Valenzuela. *Early in his career, a music executive thought that Valens would be easier for the general public to say rather than Valenzuela.*

2) Left-handed but played right-handed

Even though Valens was left-handed, he was so eager to learn the guitar that he learned to play on a right-handed guitar. This probably felt a lot like writing with your non-dominant hand.

3) He was 17 when he played at the Surf Ballroom for the Winter Dance Party.

Play Ritchie Valens Video (PowerPoint)

• JP “The Big Bopper” Richardson

1) First Name was Jiles. *The J in JP stands for Jiles!*

2) Nickname was Jape.

The J may have stood for Jiles, but all of his friends called him Jape. The Big Bopper, Jiles, Jape....this guy sure had a lot of nicknames!

3) Lineman for his high school football team. *Before The Big Bopper became so involved in music, he was into sports, particularly football. He was a lineman for Beaumont High School in Texas.*

4) His hit song, “Chantilly Lace”, was featured in the kids movie “Happy Feet”. *The Big Bopper had several well-known hits that are used in movies and TV today.*

Play Big Bopper Video (PowerPoint)

3) **Distribute the Activity Sheet, Winter Dance Party Poster.** This worksheet can be completed individually or as a class.

Submit your poster mock-ups for a chance to have it created into a life-size poster! One poster will be selected per group submission and made into a life-size poster. The poster will then be returned to you to hang up and enjoy!



4) Classroom Connections

After watching all 3 videos, engage the students in a discussion about what they watched.

Example:

- Why was the video in black and white?
- What did you notice about what they were wearing?
- Does the music sound like music you hear today?

Winter Dance Party Poster

Poster Mock-Up- A layout of printed matter or digital content.

Design your own Winter Dance Party Poster for a chance to have it made into a real poster!



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5) Optional Resource

Book: Sing and Dance in your Polka Dot Pants

After reading the book, teach students either the hand-jive or the twist and dance together as a class!

OTHER ROCKIN' BOOKS:

So You Want To Be A Rock Star — Audrey Vernick

Rock 'n' Roll Dogs – David Davis

Rock 'n' Roll Mole – Carolyn Crimi

Just A Little Music – Mercer Mayer

The staff of the Surf Ballroom & Museum thanks the following local teachers and community members who gave their time and valuable input during the development of this resource:

Molly Harris	Jefferson Elementary School
Betsy Kirby	Jefferson Elementary School
Jason Heitland	Garner-Ventura– Hayfield High School
Matt Good	Kingland
Libbey Patton	Clear Lake Chamber

Please submit student writings, questions, posters, and Teacher Guide Evaluations to:

Education Coordinator
Surf Ballroom
460 North Shore Drive
Clear Lake, IA 50428

Cool Cats Teacher's Lesson Kit Music Excerpts

1. 1950's Dance

Real 1950s Rock & Roll, Rockabilly dance from lindy hop

2. Buddy Holly

Buddy Holly - Peggy Sue Live

https://www.youtube.com/watch?v=bfu_gfBPWc

3. Ritchie Valens

Ritchie Valens - Ooh My Head

<https://www.youtube.com/watch?v=ImP7QsuaOCU>

9. Big Bopper

Big Bopper – Chantilly Lace

<https://www.youtube.com/watch?v=YbNV-bXannM&t=3s>



Surf Ballroom & Museum

Teacher's Guide to the Museum

Teacher's Evaluation

Thank you for taking a few minutes to provide feedback and suggestions. We appreciate your help in making our programs and resources as meaningful as possible.

Date of Your Visit:

Name of School:

Subject You Teach:

Grade(s) You Teach:

Did you use any activities in the Teacher's Guide to Cool Cats? Yes No

If yes, what activities did you use?

Please rate the Teacher's Guide To Cool Cats on the following:

Not Valuable	1	2	3	4	5	Valuable
Not Enjoyable	1	2	3	4	5	Enjoyable
Not Interactive	1	2	3	4	5	Interactive
Not Informative	1	2	3	4	5	Informative
Unorganized	1	2	3	4	5	Organized

Please use this space for any comments or suggestions you may have relating to the Teacher's Guide to Cool Cats.

Which lessons did you find most useful?

Which Lessons did your students enjoy?

Were there any lessons you would like to see changed? Explain.



-THE MUSIC LIVES ON-

SURF BALLROOM & MUSEUM

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The North Iowa Cultural Center and Museum is organized to preserve, maintain and manage the historic Surf Ballroom property as a center utilized to enhance the quality of life in the North Iowa area by providing cultural, educational, and entertainment opportunities.

The North Iowa Cultural Center & Museum (dba Surf Ballroom & Museum) was formed October 1, 2007 and formally awarded 501(c)(3) exemption through the Internal Revenue Service August of 2008.

<https://www.youtube.com/watch?v=Rf55gHK48VQ>