**Dead Shrimp Part 2**

**Going Electric: How Electricity Helped Bring The Guitar To the Forefront of Popular Music – Adapted from PBS Learning Media**

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|  | Grade 9-12 |
|  | Approximately 60 - 90 minutes |
|  | * Internet access * Speakers * Journal or paper * Pencil |
|  | **CH2030.3** Examine the work and impact of influential local, Canadian and international musicians.  **CH102030.1** Identify characteristics of the different eras, genres and styles through listening to and/or performing the representative music. |
|  | **Goal:** Build on Dead Shrimp Part 1 as you discover how advertising, distortion, and fuzz tone further developed the sound of the electric guitar.   1. **Gallery Walk** – Look at the 9 images attached below. As you look at each image, think through the following questions:   What adjectives do you see used to describe this product?  What does this advertisement suggest this product could do for you?  What is the purpose of this product?  Is this a completely new product, or an older product that has somehow been updated?  Does this advertisement feature any references to something other than the product itself?  Does this advertisement seem similar to any of the other advertisements you’ve seen today?  Add any other notes about this advertisement that stand out to you.   1. In your journal, respond to the following:   Do you notice any recurring themes in these advertisements? What are they, and what do they seem to suggest about the products in general?  In what ways is the advertising for Fender instruments similar to the advertisements for the other, non-musical items?  Do you get any general feelings of what, in the broadest sense, these advertisements are suggesting about the mood of the time period?  What do you think a Telecaster might have represented to a suburban teenager?  Having seen these advertisements, what do you think a Fender Telecaster might have represented to a migrant musician such as Muddy Waters?   1. After the Telecaster was released, guitarists and manufacturers created other ways to change the tone of the instrument. Open up the [Soundbreaking Guitar Effects TechTool](https://apps.musedlab.org/soundbreaking/guitar-fx/) and experiment with the TechTool and the three guiar effects it simulates. 2. In your journal, respond to the following:   How would you describe the sound of distortion? What do you think it means to “distort” a sound?  Does distortion give you any emotional feelings that are different from a clean sound?  Why do you think the “Fuzz” effect got its name? Does it sound different than the distortion to you?  How does “chorus” affect the sound? Can you tell what is happening when you use it?  What adjective would you use to describe these effects?   1. Watch [The Development of the Fuzz Tone](https://www.pbslearningmedia.org/resource/fuzz-tone-soundbreaking/fuzz-tone-soundbreaking/#.XqHWVS-ZP_Q). 2. In your journal respond to the following:   How do you think intentionally distorted guitar might have sounded to people invested in the ideas of “progress” offered by the products you saw on the gallery walk?  What connection do you notice between the song in this clip, “Rocket 88,” and an advertisement in the Gallery Walk? In what ways might the "distortion" or "fuzz" on the guitar also connect to the theme of that advertisement?   1. During the 1960’s many significant historical events were occurring. Jimi Hendrix rose to popularity during this time. At the same time the North America was being impacted by The Civil Rights Movement, the assassination of President Kennedy, the assassination of Martin Luther King Jr, the USA joined Vietnam, there were anti-war protests, and numerous social and counterculture movements taking place. 2. Look at the below two images of Jimi Hendrix. Respond in your journal to the following:   How would you describe the change in Jimi Hendrix’s appearance from when he played backup in Wilson Pickett’s band to when he was the frontman of the Jimi Hendrix Experience, and how does his look, along with his music, reflect the counterculture movement of the late-1960s?  Given the social context of Jimi Hendrix’s mainstream success in the late-1960s, why do you think that his guitar playing was identifiable and appealing to many, despite being so radical, and how might it relate to Jeff Beck’s quote in an earlier video clip about the guitar sounding “threatening"?   1. Drop a note in the Tip Jar to tell us what the most interesting thing was that you learned about the electric guitar. |
|  | * Share your notes & responses with another student over email, video, or phone, or discuss with another member of your family. Include your findings in your journal. (optional) |
|  | * Submit to your teacher photos of any parts of your journal responses you would like to share |
|  | * Teacher Feedback (formative) |
|  | * Wet Your Whistle For Discovery – Coffee Blues * Studio Mains – Chef’s Choice * Practice Room Desserts – Ice Cream Skillet * Appreciation Appetizers – Music of the Day |

 Gallery Walk 1

 Gallery Walk 2

 Gallery Walk 3

 Gallery Walk 4

 Gallery Walk 5

 Gallery Walk 6

 Gallery Walk 7

 Gallery Walk 8



Gallery Walk 9