



*Louis Armstrong House
Museum and Archives*

VOICES OF FREEDOM

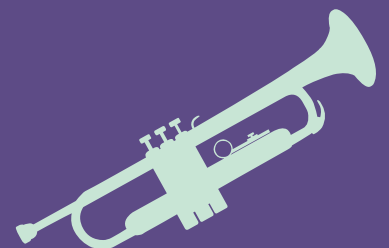
Resource Guide

Voices of Freedom is an education series that explores the role of the Arts as a vehicle for social change through the lens of Louis Armstrong. We invite students in High School and beyond to explore history and create new works while learning about the process and techniques with world class artists.

Mission

Voices of Freedom is designed to provide context for educators around specific topics related to race and culture in the United States in, about and through the arts. For your exploration, you may choose from one or more of the topics below:

The Great Migration
Harlem Renaissance
Redlining
Little Rock Nine
Race Riots
Protest & Resistance



Writing Workshop

Led by [Daniel J. Watts](https://www.wattswords.com) this workshop presents skills to help students engage in vocal expression as it relates to cultural dynamics in America.

<https://www.wattswords.com>

Guide for Extended Learning:

Students completing the writing workshop extended learning activity will be instructed to write their own poem, inspired by Louis Armstrong. They will learn about poetic devices such as rhythm and rhyme, assonance and alliteration, and metaphor and simile. To help students further, instruct them to do the following:

Choose one of the archival clips of Louis Armstrong speaking to use as inspiration for their poem.

Define each poetic device and write an individual example for each of them.

Use their poetic device examples to formulate their poem in the format of a story.

Look up historical events
(i.e., The Harlem Renaissance)
that could provide inspiration for their poem.



Additional Resources:

Harlem Renaissance

[Harlem Renaissance](#)

[A New African American Identity](#)

[American Literature and Art](#)

[The Harlem Renaissance](#)

[A Brief Guide to the Harlem Renaissance](#)

Extension Activity:

Direct students to research spoken word poets in approved search engines.

[Button Poetry](#)

[Youth Speaks](#)

Have students find two published poems that they can compare to their own. Allow the students to recite their poems and share one of the published poems they found. Have them articulate what they liked about the published poem and compare and contrast it with their poem. Give them the opportunity to rewrite their poem.



Suggested Readings:

The Collected Poems of Langston Hughes

The Spoken Word Revolution

Said the Shotgun to the Head

The Dead Emcee Scrolls

Rise

American Smooth

Mother Love

Listen Up! Spoken Word Poetry

Born in the Year of the Butterfly Knife

The House Of Blue Light

Langston Hughes

Sourcebooks

Saul Williams

Saul Williams

A. Van Jordan

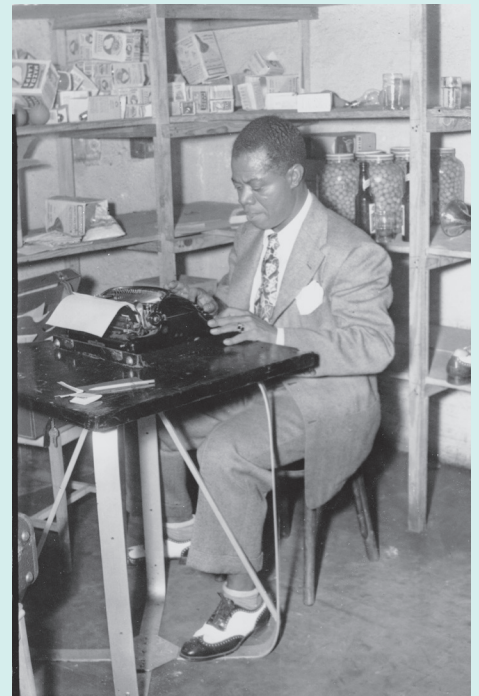
Rita Dove

Rita Dove

One World/Ballantine

Derrick C. Brown

David Kirby



Jazz Workshop

Led by [Marquis Hill](https://www.marquishill.com/) this workshop encourages students to reflect on the concept of space-making in and across musical and physical terrains of the past, present, and future. It frames the concept of “claiming space” as a vital form of self-expression and empowerment.

<https://www.marquishill.com/>



Guide for Extended Learning:

Students completing the jazz workshop extended learning activity will be instructed to research redlining and determine how it and its after-effects have affected their hometown or closest city. To help students with their research, instruct them to do the following:

Find a residential security map of their city, the closest city, or a city of interest on the “Mapping Equality” [Website](#).

Use Google Maps to identify how close their home is to essential places such as a grocery store, hospital, and pharmacy via foot, car, and public transportation.

Compare and contrast some of the facilities and resources of schools inside and outside their district.

Look up online news articles about their neighborhood or hometown. Then, note the current topics and issues and determine if they are related to redlining and its after-effects.

Make a list of what local, state, or national organizations support their community’s needs.



Additional Resources:

Redlining:

[“Housing Segregation and Redlining in America: A Short History”](#)

[“Introduction to “Mapping Inequality: Redlining in New Deal America”](#)



Cadenzas:

Check out this YouTube playlist of various cadenzas Louis Armstrong played over the years

[Cadenzas](#)



Extension Activity:

Instruct students to read and watch the above videos and articles related to redlining in the United States. Pose the following questions:

How did the term “redlining” come about?

In what ways does “redlining” continue to harm Black and brown communities?

How do the visuals and language of the residential security maps perpetuate inequality?



Dance Workshop

Led by [Chanel Da Silva](https://www.chaneldasilva.com) this workshop encourages students to view body language and physical gestures as mighty acts of resistance.

<https://www.chaneldasilva.com>

Guide for Extended Learning:

Students completing the dance workshop extended learning activity will be instructed to create a dance piece that showcases a familiar item and captures their idea of resistance. To help students with understanding this concept, instruct them to do the following:

Choose one of Louis Armstrong songs provided in the workshop activity.

Briefly explain why they feel their chosen song is representative of protest or resistance.

Identify an injustice happening in their school or neighborhood, or the world at large, and explain how it relates to their chosen song.

List significant body gestures and poses used in everyday life and protest movements. Sign language is a great example of this.

Combine a few body movements/gestures to create a meaningful response to the injustice they identified. Encourage them to use these movements in their dance number.



Additional Resources:

Protest & Resistance

[History of Student Protest](#)
[Speaking and Protesting in America](#)

Race Riots

[The Long, Painful History of Racial Unrest](#)
[Watts Rebellion](#)
[Race Riots](#)
[2020 is not 1968, To Understand Today's Protest](#)
[You Must Look Further Back](#)
[Racial Violence In The United States Since 1660](#)

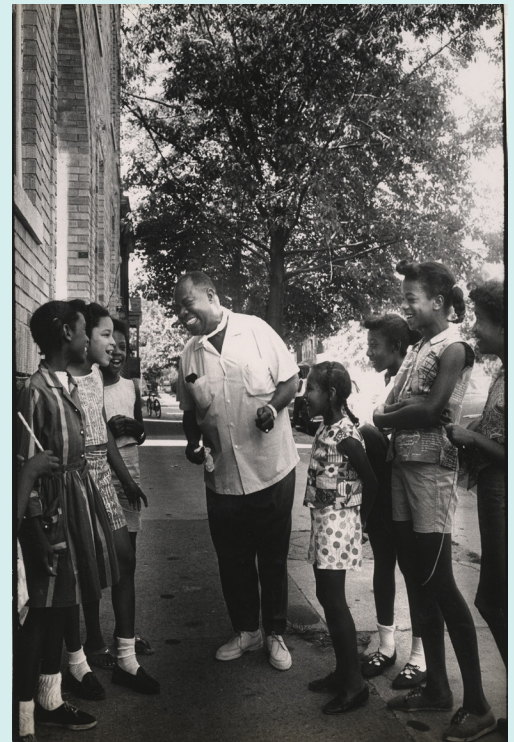
Extension Activity:

Direct students to choose an event in history, either from one of the above links or others you offer.

Then instruct them to identify gestures that are representative of their chosen historical event.

Give them the opportunity to use the gestures in a new choreographed number, featuring a song of their choice.

Remind students of classroom etiquette when choosing songs.



Voice Workshop

Led by [India Carney](https://indiacarney.com/about-india) this workshop invites students to reflect on the power of voice in music and everyday life. It encourages students to find their voices as both citizens and artists of the world.

<https://indiacarney.com/about-india>

Guide for Extended Learning:

Students completing the extended learning activity will be instructed to take on the roles of vocalist and lyricist.



They will create their own cover of one of Louis' songs and then write some lyrics for their own protest composition. To help students with these activities, instruct them to do the following:

Repeatedly listen to Louis' version of whatever song they chose to cover. Analyze Louis' vocal sound, musical phrasing, and delivery of the lyrics. Identify specific moments in Louis' cover that support their analysis of him as a vocalist.

Write an intention and reflection paragraph before and after creating their own cover. In the intention paragraph, answer these questions: Why did I choose to cover this song? What do the lyrics mean to me? What tone or emotion(s) do I wish to convey? How might I move or position my body when performing the song? In the reflection paragraph, answer these questions: How did I distinguish my cover from that of Louis? What musical choices did I make to best express my interpretation of the lyrics and convey my chosen tone/emotions? How do my body movements/positions support or extend my musical choices?

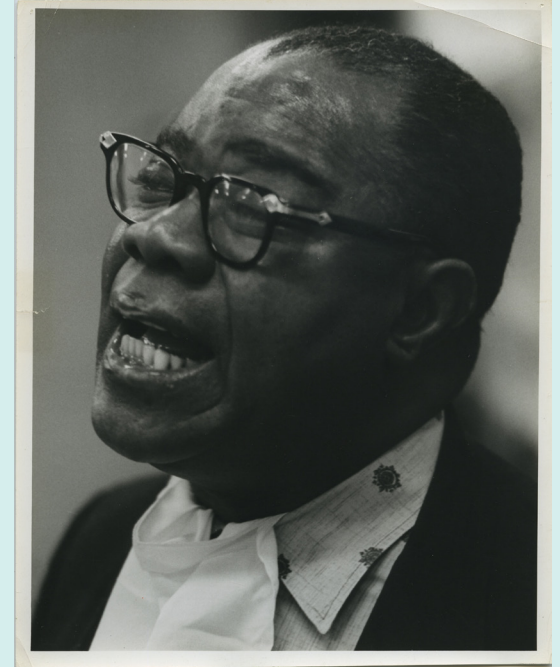
Complete the Learning Extension Activity to get ideas for the lyrics of their protest song (the students' chosen YouTube videos will likely feature chants or writings on signs). Create a Mind Map of key words and phrases to help with the lyric writing process.



Additional Resources:

Little Rock Nine

[Pro Segregation Riots Draw Federal Troops](#)
[Elizabeth and Hazel': The Legacy of Little Rock](#)
[The Youngest of the Little Rock Nine Speaks](#)
[About Holding on to History](#)



Extension Activities:

Music and Protest

Have students find two YouTube videos showing footage of past and contemporary protests related to racial/ethnic injustices taking place in the United States or abroad. Then ask them to answer the following questions:

What role does music, sound, or silence play in the different protests?

How do the musical/sonic elements clash with or work in tandem with the non-musical/sonic components of the protests?

In what ways do the featured individuals, along with and apart from the collective, use their voices to call for change?



Visual Arts Workshop

Led by [Cornelius Tulloch](https://corneliustulloch.cargo.site) this workshop explores visual narratives. Students will create their own artwork while learning about Louis Armstrong and how the arts can be used as a vehicle for social change.

<https://corneliustulloch.cargo.site>

Guide for Extended Learning:

Students completing the visual arts workshop extended learning activity will be instructed to describe what the concept of home means to them and use certain images to create a collage. To help students with understanding this concept, instruct them to do the following:

Find information on The Great Migration in the early 1900s and determine how it relates to current events or their life or community.

Ask students what home means to them.

Urge them to collect their own favorite images during the research process so they can add them to their collage.



Additional Resources:

The Great Migration

[The Great Migration](#)

[The Long-Lasting Legacy Of The Great Migration](#)

[Great Migration](#)

[African-American History](#)

[The African American Exodus North](#)



Extension Activity:

Direct students to focus on current events of today. Have them choose a contemporary injustice that is affecting them or someone they know and tell them to write about it. Instruct them to transform their writing into a visual story. Ask them the following questions:

What do I see when I think of..

Does this moment relate to a specific sensory experience?

Which sense would it most relate to? Why?

Does this story make me feel anything in particular?

Is there a color or colors that relate(s) to what I am feeling?

The above questions are intended to inspire a visual outcome. Have the students follow Cornelius' collage process so they can create their own story that illustrates their personal experiences.

