

# Expressing Events through Music and Poetry

MS-HS Lesson, 1-2 days



The picture and following is taken from: [www.Isaacmurphy.org](http://www.Isaacmurphy.org)

## Isaac Murphy:

Isaac Burns Murphy (April 16, 1861 - February 12, 1896) was an African-American Hall of Fame jockey. The official Kentucky Derby website and the National Museum of Racing and Hall of Fame say that "Isaac Murphy is considered one of the greatest race riders in American history."

Isaac Burns was born in Bourbon County, Kentucky. His father served in the Union army in the Civil War, until his death at Camp Nelson as a soldier in the United States Colored Troop, Company C, 114th infantry. After Burns' father's death, his family moved to Lexington, where they lived with Burns' grandfather, Green Murphy. When he became a jockey at age 14, he changed his last name to Murphy to honor his grandfather.

Between 1877 and 1896, Isaac Murphy competed in eleven Kentucky Derbys, becoming the first jockey to win three Derbys: "Buchanan" in 1884, "Riley" in 1890, and "Kingman" in 1891. "Kingman" was owned and trained by Dudley Allen and is the only horse owned by an African-American to win the Derby.

As well, he is the only jockey to have won the Kentucky Derby, the Kentucky Oaks, and the Clark Handicap all in the same year (1884). Considered one of the great jockeys in American history, Murphy was dubbed the "Colored Archer," a reference to Fred Archer, a prominent English jockey at the time.

Murphy won 628 of his 1,412 starts, a 44% victory rate that has never been equaled and a record about which Hall of Fame jockey Eddie Arcaro said: "There is no chance that his record of winning will ever be surpassed. [1] On its creation, Isaac Burns Murphy was the first jockey to be inducted in the National Museum of Racing and Hall of Fame.

Isaac Murphy died of pneumonia in 1896 in Lexington, Kentucky and over time his unmarked grave was forgotten until Frank B. Borries, Jr., a University of Kentucky press specialist, spent three years searching for the grave site. In 1967, Murphy was reinterred at the old Man o' War burial site but with the building of the Kentucky Horse Park, his remains were moved again to be buried next to Man o' War at the Kentucky Horse Park's entrance.

[www.Isaacmurphy.org](http://www.Isaacmurphy.org)

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Objectives:

- I can identify one of Kentucky’s current Black poets and one of his major works
- I can give reasons that poetry is effective in telling Mr. Murphy’s story
- I can analyze a piece of music and explain how the musical elements are used to express the characteristics of a horse race.
- I can explain how the elements of music are used to create a minimalistic composition
- I can compare and contrast the characteristic of minimalism with the musical characteristics of a more traditional composition.

### Connections:

Objective	Academic Expectations/ Program of Studies	Core Content	National Standards in the Arts	Blooms/DOK
Objective 1: <i>I can identify one of Kentucky’s current Black poets and one of his major works</i>	<b>Academic Expectations 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.			Knowledge DOK 1
Objective 2: <i>I can give reasons that poetry is effective in telling Mr. Murphy’s story</i>	<b>Academic Expectations 2.24</b> Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.		8. Understanding relationships between music, the other arts, and disciplines outside the arts.	Knowledge DOK 1
Objective 3 I can analyze a piece of music and explain how the musical elements are used to express the characteristics of a horse race.	<b>AH-HS-PCA-U-3</b> Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions  <b>AH-HS-HA-U-1</b> Students will understand that the	<b>AH-HS-3.1.1</b> Students will explain how music fulfills a variety of purposes.  Purposes of music: (different roles of music) Artistic expression - music created with the intent to express or communicate one’s emotions, feelings, ideas, experience (e.g.,	6. Listening to, analyzing, and describing music.	Comprehension DOK2-3

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	arts are powerful tools for understanding human experiences both past and present.	music created and performed in a concert setting for an audience)		
Objective 4 <i>I can explain how the elements of music are used to create a minimalistic composition</i>	<p><b>AH-HS-SA-S-Mu1</b> Students will use appropriate terminology to analyze and evaluate the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)</p> <p><b>AH-HS-SA-S-Mu3</b> Students will listen to and analyze how changing different elements results in different musical effects</p>	<b>AH-HS-1.1.1</b> Students will analyze or evaluate the use of elements of music in musical compositions.	6. Listening to, analyzing, and describing music.	Analysis DOK 3
Objective 5 <i>I can compare and contrast the characteristic of minimalism with the musical characteristics of a more traditional composition.</i>	<p><b>AH-HS-SA-S-Mu1</b> Students will use appropriate terminology to analyze and evaluate the use of elements in a variety of music (rhythm, tempo, melody, harmony, form, timbre, dynamics)</p> <p><b>AH-HS-SA-U-1</b> Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.</p> <p><b>AH-HS-SA-U-3</b> Students will understand that responding to and critiquing works of</p>	<b>AH-HS-1.1.1</b> Students will analyze or evaluate the use of elements of music in musical compositions.	6. Listening to, analyzing, and describing music	Comprehension/ Analysis DOK 3

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Objective	Academic Expectations/ Program of Studies	Core Content	National Standards in the Arts	Blooms/DOK
	art involves an understanding of elements, principles, and structures appropriate to each area of the arts.			

## Assessment:

Today's lesson primarily consists of formative assessment in terms of informal checking for understanding based on teacher guided questions.

A short, summative, written response assessment utilizing auditory response and short answer on the material will be given at the end of the lesson.

## Procedures:

Initial Engagement and relevance question:

Does anyone have a "first" in your family. We can think of lots of people who were the first to do something special, and that is not always easy. But for black people in our country, being the first was often especially difficult because it often involved breaking down prejudice.

Share a **Powerpoint of pictures of "first" black athletes**: Jackie Robinson 1947 (baseball), Tiger Woods (masters golf), Jackie Joyner Kersey (first black Olympian with two gold medals), Fritz Pollard and Bobby Marshall (first black players in the NFL, 1920), Harry Lew (first black professional basketball player, 1902), Tiger Woods (first black to win the Masters Tournament).

One of America's earliest Black athletes was Isaac Murphy, a highly gifted and respected jockey from Lexington, Kentucky.

Watch the **YouTube video** of Isaac Murphy's life

[http://www.youtube.com/watch?v=l5\\_mUwebP2w](http://www.youtube.com/watch?v=l5_mUwebP2w)

**Read excerpts from the Isaac's Murphy, poems by Frank X. Walker.** Help students understand that Mr. Walker is a contemporary Black Kentucky poet.

Help students understand that the poem forms the story of Isaac's life told through the eyes of his mother, grandfather, wife, mentor, and himself. Assign a poem to different readers in the room.

*I Dedicate this Ride-Isaac (Ike) Murphy\**

*What Mama Knows-America Burns*

*Defining Wealth-Green Murphy*

*Uncle Eli's Boys*

*Uncle Eli's Rules\**

*Science Class for Jockeys-Eli\**

*Thy Will Be Done-Lucy Murphy\**

*Walking Tall*

*Down the Backstretch\**

*The first Kiss\**

\*Primary poems

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Important Questions: Why do you think Mr. Walker chose poetry as a vehicle for telling Mr. Murphy's life story?

Reread ***Down the Backstretch and First Kiss***

Ask Students to imagine Isaac Murphy on his first Kentucky Derby ride. If you were making a screen play, what kind of music would you use as a background to the scene?

Name some of the characteristics: (fast, repetitive, building in intensity)

Listen to ***Equus*** for wind band by contemporary composer Eric Whitacre

<http://www.soundclick.com/bands/default.cfm?bandID=891075>

Discuss the characteristics of this piece which help effectively express the intensity of a horse race:

This piece utilizes the compositional techniques of *minimalism*

Discuss and possibly chart the following:

Short motives or ideas repeated over and over

Pulsing rhythm-motivic

Increasing in rhythmic speed

Thickening of texture of the piece as it builds toward a climax.

Compare and contrast this piece with a piece traditionally associated with the horse ride: listen to the ***William Tell Overture***. How does this piece differ from *Equus*? Provide students with a form chart of the work.

Longer melodic lines, memorable melodies

Clearly defined sections

Fast rhythms

Texture stays the same throughout

Student exit assessment: Have students listen to **John Adams "Short Ride on a Fast Machine"** and watch the accompanying YouTube video

[http://www.last.fm/music/John+Adams/\\_/Short+Ride+in+a+Fast+Machine](http://www.last.fm/music/John+Adams/_/Short+Ride+in+a+Fast+Machine) Students will list characteristics of the work and make the determination as whether the piece is an example of minimalism or more traditional composition technique. Students will complete short answers on the Walker poetry and the life of Isaac Murphy.

**For further study and expansion on this lesson:**

Explore the history of Camp Nelson and the freedom achieved by blacks as the result of enlisting in the Union Army. Explore the Freed sought be slaves through the Underground Railroad. Investigate spirituals and other civil war songs which might relate to slaves seeking and achieving freedom.

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Camp Nelson provided the Union Army with over 10,000 African-American soldiers, making it the third largest recruiting and training depot for African Americans in the nation. Many of the black soldiers brought their families with them to Camp Nelson and eventually the army established a refugee camp for these individuals. Thousands of African-Americans came to Camp Nelson and it was here that they gained their freedom

This page taken from: <http://www.campnelson.org/home.htm>



CAMP NELSON, KENTUCKY

## UNITED STATES COLORED TROOPS AT CAMP NELSON



After the War ended, abolitionist John G. Fee founded Berea College, one of the first integrated schools in the South.

### Portal To Freedom

**CAMP NELSON PROVIDED THE UNION ARMY WITH** over 10,000 African-American soldiers, making it the third largest recruiting and training depot for African Americans in the nation. Many of the black soldiers brought their families with them to Camp Nelson and eventually the army established a refugee camp for these individuals. Thousands of African-Americans came to Camp Nelson and it was here that they gained their freedom. In addition to the African-Americans, several regiments of white troops from Kentucky and Tennessee were formed at Camp Nelson and many others from the Midwest and New England spent a good deal of time at the Bluegrass base.

The families of the African-American Soldiers attracted the attention of the American Missionary Association, an abolitionist society founded prior to the Civil War. Reverend John Fee, the founder of Berea College, came to Camp Nelson in 1864 to teach and minister to the refugees at Camp Nelson. His efforts eventually led to the founding of Ariel College and church and finally the settlement of Hall. Fee believed passionately in the equality of the races and he sought to educate the freedmen to become independent, self-reliant members of an integrated American society. The refugee camp for the families of the African-American soldiers was located near the present day community of Hall west of US 27. This was also the site of Ariel College.



[Refugee Camp Text](#)



[Refugee Camp Photo](#)



[Colored School Photo](#)



[Sec. of War Letter](#)