

BUDDY: THE STORY OF BUDDY HOLLY by Anne Bustard

Big Dreams, Note-by-Note

Objectives:

Through a look and a listen at the life of Buddy Holly, students will:

- understand how historical figures and ordinary people helped to shape the community, state, and nation. (History TEKS: K, 1.1, 2.4, 3.1)
- understand important issues, events, and individuals of the 20th century in Texas (History TEKS: 4.5, 7)
- communicate in written, oral, and visual forms. (Social Studies Skills TEKS: 1.18, 2.18, 3.17, 4.23, 5.26)
- understand the relationship between the arts and the times during which they were created. (Culture TEKS: 5.22)
- understand the relationship that exists between artistic, creative, and literary expressions and the societies that produce them (Culture TEKS 6.18)

Introduction:

Listen to Buddy Holly music such as:

BUDDY HOLLY-FROM THE ORIGINAL MASTER TAPES
MCA Records

Share with students that the book you will read today is a true story about a young boy from Lubbock, Texas, who had big dreams. His name was Buddy Holly and he changed the world through music. Rock 'n' roll music. In the 1950s it was new. It was different. And this early pioneer had plenty of detours before he soared.

To build background knowledge, give your class a guided tour of the Rock 'n' Roll Hall of Fame <http://www.rockhall.com>

Before Reading:

Tell students that the author wrote that as a young boy, Buddy Holly had “dreams bigger than the wide-open West Texas sky.” Locate Lubbock, Texas, on a map. Show photos of Lubbock. (Google Images: Lubbock sky and/or West Texas sky) Invite them to discuss why they think the author chose those words to describe his dreams.

Ask one or two students to share a dream they've had or currently hold. Then invite them to listen while you read and hear how Buddy's dreams came true.

Read:

BUDDY: THE BUDDY HOLLY STORY by Anne Bustard illustrated by Kurt Cyrus

During Reading:

As you read, stop and invite students to predict what will happen next. Ask them to describe how they think Buddy feels.

After Reading:

Continue to talk about the story. Questions to ask students may include:

What are you thinking and feeling?

What interested you?

What surprised you?

Compare Buddy Holly's life before and after his parents got him a guitar.

How did Holly's family influence his life?

How did people who didn't like Buddy Holly's music describe it?

Have you ever heard a new sound or encountered a new idea that you didn't like? Explain. Have you ever changed your mind? Tell us about your experience.

Even though Buddy Holly and his friends were often discouraged, what did they do? What can you do when you feel like quitting? Can others help?

How?

Discuss Buddy Holly's dreams, detours and destiny. Talk about the roles perseverance and practice played in Holly's life.

How is Buddy Holly's life like yours? How is it different?

Invite students to name their dreams in their journals. Suggested categories include:

Today-Tomorrow-Next week-Next year dreams

Small-Medium-Large-Extra large dreams

Eighth note-Quarter note-Half note-Whole note dreams

Then ask students to write one small thing they can do today to get closer to one of their dreams. Invite students to share.

You may choose to collect their dreams, keep them in a safe place, and return them to your students at a later point in the school year.

Read an interview about the author's dream of publication, Anne Bustard on BUDDY: THE STORY OF BUDDY HOLLY at:

<http://cynthialeitichsmith.blogspot.com/2005/02/author-interview-anne-bustard-on-buddy.html>

Invite the students to interview an adult (family member, neighbor, teacher) about his or her life. Questions may include:

What was your life and the world like when you were young?
What did you want to do when you grew up?
What happened?
Who helped you along the way?
What's next?

Ask the students to write (and illustrate) a biography about the person they interviewed. Share the published pieces with the class and the adults. Place copies in the classroom library.

Or, turn the preceding idea into a whole class activity. Invite an adult (school music teacher?) to your class and have the students conduct the interview. Afterwards, facilitate the writing of a biography with contributions from the entire class. Revise. Illustrate. Publish. Share.

Talk about how people's dreams can change. Not everyone can be a major league baseball player, but a person could be the best baseball player s/he could be. And grow up to coach a Little League team. Dreams change when people find new and better dreams.

Share the format of a cooking recipe with your students: name, servings, ingredients, and directions. Then invite them to write a recipe for Buddy Holly's success, or their own.

Turn BUDDY: THE STORY OF BUDDY HOLLY into a reader's theatre script. Rock on!

More Options (older students):

Invite students to read articles written about Buddy Holly in his hometown newspaper. See the Lubbock Avalanche Journal's Buddy Holly Archive at: <http://www.buddyhollyarchives.com>

From Buddy Holly's birth announcement to articles written years after his death, this source has continued to write about him. Ask students to report three new things they learned.

Ask students to conduct primary research. Explore the artifacts (photos, letters, and more) at the Buddy Holly Center at:

<http://www.mylubbock.us/departamental-websites/departments/buddy-holly-center/buddy-holly-gallery>

Click on Exhibition, and surf The Timeline, Biography, and Collection. What did they discover?

Have students study the three decades in which Buddy Holly lived:
30s (The American Experience; Surviving the Dust Bowl)

<http://www.pbs.org/wgbh/pages/amex/dustbowl>

40s (History: USA, 1940-1950—multiple links collected by University of Washington Libraries)

<https://www.lib.washington.edu/subject/History/vl/1940s/>

50s (The Fifties: A Biography of America)

<http://www.learner.org/biographyofamerica/prog23/transcript/index.html>

(in particular page 4)

How did these times shape Buddy Holly's life?

Invite students to listen to Buddy Holly's musical roots and research his musical inspirations:

Gospel

Share songs from a Baptist church hymnal or gospel CD

Rhythm and blues-Muddy Waters

<http://rockhall.com/inductees/muddy-waters/>

Country and western-Hank Williams and Bob Wills

<http://rockhall.com/inductees/hank-williams/>

<http://rockhall.com/inductees/bob-wills-and-his-texas-playboys/>

What did they discover?

Ask students to explore artists that were influenced by Buddy Holly:

The Beatles Paul McCartney and John Lennon

<http://rockhall.com/inductees/paul-mccartney/>

<http://rockhall.com/inductees/john-lennon/>

Elton John

<http://rockhall.com/inductees/elton-john/>

The Rolling Stones

<http://rockhall.com/inductees/the-rolling-stones/>

How do they think Buddy Holly made a difference in these lives?

Closing Activities:

Write B-U-D-D-Y-H-O-L-L-Y vertically on the chalkboard. Invite students to name a word or phrase about his life that is associated with each letter.

Listen to Buddy's top ten hits (see list in the book's bibliography). Invite the class to vote on their favorite. Or share stats from the Charts Files (Goldrosen, John and John Beecher, REMEMBERING BUDDY, p. 198) Compare results.

End with song. Invite students to write new lyrics to a traditional melody (e.g., Row, Row, Row Your Boat) about Holly's life and/or their own dreams.

A Few Ideas for a Biography Unit on Musicians

Other picture book biographies:

Woody Guthrie: Poet of the People by Bonnie Christensen. A celebration of folk singer Guthrie's life—through the good times and the bad.

What Charlie Heard by Mordicai Gerstein. Composer of innovative music, Charles Ives, realized his dream at 77 years of age!

Duke Ellington by Andrea Davis Pinkney, illustrated by Brian Pinkney. Legendary jazz musician Duke Ellington hits just the right notes.

When Marian Sang by Pam Munoz Ryan, illustrated by Brian Selznick. Overcoming numerous obstacles, opera singer Marian Anderson gave a historic concert on the steps of the Lincoln Memorial.

Sebastian: A Book about Bach by Jeanette Winter. Johann Sebastian Bach survived the sorrows of childhood and created magnificent music.

Compare and contrast the experiences of these artists through their dreams, detours, and destinies.

Play Who Am I? Invite students to write five clues about each musician. Then have each student share their clues and ask the class to guess who they match.