

Rebels of Rock

Introduction

Through a study of important rock bands, this guide helps educators and adolescents explore the social journey from obscurity to stardom, from rebellion to responsibility, and ultimately from childhood to adulthood. While it is common for young people—including aspiring musicians—to struggle with feelings of rebellion and tendencies toward excess, the bands featured in the *Rebels of Rock* series build on these experiences to create innovative music. Through experimentation, improvisation, and live performance, these bands produce lasting and cross-generational connections with their audiences. In so doing, the band members grow from rebellious teenagers to adults with lasting star power.

National Standards

This series supports the Reading and Music curricula. Go to www.enslowclassroom.com and click the Curriculum Correlations tab. Click your state, grade level, and curriculum standard to display how any book in this series supports a specific curriculum standard.

Classroom Activities

Activities for teaching these five curriculum areas can be found in this Teacher's Guide: Reading/Language Arts, Math, Science, Social Studies, and the Arts.

Guided Reading Level: X

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Rebels of Rock Teacher's Guide
for
AC/DC: Hard Rock Band

The study of any art form inevitably begins with the past. Young musicians grow up with role models—other musicians whose works generate admiration. Often, these young musicians begin their studies of music by copying the sounds and lyrics they admire. Later, this imitation gives way to experimentation and improvisation. Much later, the music of the past evolves into something relevant for present-day audiences. During this important juncture, new rock bands are born.

The musicians featured in the *Rebels of Rock* series have been inspired by many different musical genres. Discuss the following genres with young people and then have them use an Internet radio site such as *Pandora* to search for audio examples of each musical genre <www.pandora.com>. Encourage students to listen for these musical influences as they enjoy the music of AC/DC, the Grateful Dead, Judas Priest, KISS, Led Zeppelin, and Pink Floyd.

Bluegrass Southern string music originating in the mid-1940's that features blues-based harmonies, quick tempos, and high pitches; early musicians include Bill Monroe, Earl Scruggs, and Lester Flatt (See *Grateful Dead*, pp. 18, 41, 74)

Blues African-American folk music originating in the early 1900's that features slow tempos and downhearted lyrics; early musicians include Charley Patton and Muddy Waters (See *AC/DC*, p. 16; *Grateful Dead*, pp. 26, 74; *Judas Priest*, p. 28; *Led Zeppelin*, p. 22; *Pink Floyd*, p. 34)

Classical music first created during the 18th century that reflected elements of ancient Greek and Roman visual art; instrumentation includes piano, flute, clarinet, and string instruments; classical composers include Mozart, Haydn, and Beethoven (See *Grateful Dead*, p. 19; *KISS*, p. 24; *Pink Floyd*, p. 25)

Folk cultural, generational music that is preserved through oral tradition; it may include holiday music, lullabies, singing games, or maritime or cowboy songs; some works by Joan Baez and Bob Dylan are inspired by traditional folk music (See *Grateful Dead*, pp. 15, 41)

Jazz music first created by Southern African Americans during the 19th century that features improvisation and variation; instrumentation includes trumpets, trombones, clarinets, and saxophones; early musicians include Duke Ellington and Louis Armstrong (See *Grateful Dead*, p. 23; *Judas Priest*, p. 19; *KISS* pp. 26, 33; *Led Zeppelin*, p. 30)

World Music any non-Western form of popular music, including Reggae, Native American music, or Celtic music (See *Grateful Dead*, pp. 19, 78)

[Sources: *Webster's New World College Dictionary*, 4th ed.; <http://cnx.org/content/m11421/latest/>;
<http://www.ibma.org/about/bluegrass/history/index.asp>;

<http://www.pbs.org/theblues/roadtrip/deltahist.html>]

Activities for the Five Curriculum Areas

SAFETY WARNING:

Before any activity, make sure your students do not have any allergies to items that you might use. Never use anything which is sharp or may cut a student. Do not use anything too hot or cold which might injure any student. Always have an adult supervise all activities to ensure the safety of your students.

Reading/Language Arts: Draw attention to the simile on p. 10: “One newspaper reporter described Angus looking like a ‘kangaroo hopping, neck out like an emu.’” Explain that a simile is a comparison between two items that includes the words *like* or *as*. Writers use similes to encourage readers to think about the items in new ways. **Ask:** What does the writer compare in this simile? (*Answer: Angus Young and a kangaroo; Angus Young and an emu*) **Ask:** What does this comparison tell readers about Angus Young? (*Possible answer: Young is wild, energetic, or animal-like.*) Finally, have the reader describe the members of a favorite band by writing a series of similes.

Math: Point out that the popularity of music equals profit for record companies, p. 49. Provide this equation: $Sales - Cost\ of\ Production\ and\ Distribution = Profit$. Ask the reader to solve this problem: It costs \$175,000 to produce an album; it costs \$75,000 to distribute an album. An album sells 1,275,831 copies for \$12.99 each. What is the profit? (*Answer: \$16,573,044.69 - \$250,000 = \$16,323,044.69*)

Science: Have the reader review how the band AC/DC got its name, pp. 36–37. Explain that AC stands for “alternating current” and DC stands for “direct current.” For example, in a battery, the electrons move in a single direction; this action makes a direct current. In a generator, the electrons move in two directions; this action makes an alternating current. AC power is more effective over distance than DC power. **Ask:** Which items in a school or home are probably run by AC power and which by DC power? (*Possible answers: AC: lights, air conditioning, electrical outlets; DC: flashlights, calculators, watches*)
<Source: <http://www.pbs.org/wgbh/amex/edison/sfeature/acdc.html>>

Social Studies: Have the reader review the history behind Angus Young’s stage uniform, pp. 7–8. Tell the reader that the arguments in favor of school uniforms include the following: maintain equality among students; keep the cost of clothing low for families; improve discipline and academics. **Ask:** Do the music of AC/DC and Young’s uniform create complementary or contradictory statements? Make sure the reader explains his or her thinking. Then, have the reader create a list of cons regarding the use of school uniforms.

Arts: Have the reader examine the photograph of Bon Scott’s tattoos on p. 21 and review the information about Scott’s tattoos on pp. 23–24. Explain that archaeologists have proven that the art of tattooing is more than 5,000 years old. Across time and cultures, tattoos have served as a way for people to identify their social groups and as expressions of self. Ask the reader to sketch a tattoo that would identify someone as a fan of AC/DC. <Source: <http://www.smithsonianmag.com/history-archaeology/tattoo.html>>

Directions: Most young people have received report cards or evaluations written by school staff. Sometimes these reports are positive, and sometimes they include suggestions for improvement. Re-read the report about Malcolm and Angus Young written by the headmaster of Ashfield High on p. 16. One aspect of this report that is striking is the headmaster’s lack of understanding concerning the boys’ skills and interests. The boys view themselves as creative and musical while the headmaster views the boys as rebellious and troublesome. To explore the idea of perspective, complete this chart.

Write how a teacher, principal, parent, coach, or club leader might describe you.	Write how you would describe yourself.
[PROD: Expand or minimize chart as needed to fill page/keep to one page]	

Now, compare and contrast the two descriptions. How are they similar? How are they different?

Finally, respond to this question: What strategies can humans use to create understanding and respect? Use a sheet of paper or the back of this sheet to write your answer.