

AAH!!! MOMENTS

THREE TEENS THINKING OUT

loud^{///}

DANIELLE KING, JESSENIA CRANFILL,
AND NAJEE GREENLEY

FOREWARD BY RECCO S. RICHARDSON, PH.D., LPC

AAH!! Moments 3 Teens Thinking Out Loud

Thoughts from Flint Area Teens on Academics, Achievement and Music History

Dedication

It is my custom to dedicate books like this to children and teens. I want every child and teen to know that I think about you often. I want you to know that your life dreams, wishes and goals are well within your reach. I want you to know that you are unique. I want you to know that it is okay to excel academically. Lastly, I want you to know that you have what it takes to get accepted into a top-tier college.

A Word of Thanks from Dr. Recco

I thank each of you for financially supporting this venture. Your decision to purchase this book is something I don't take lightly. Your support will help thousands of children and teens move forward in life. This book is a **fundraiser**. You should know that for books sold by the authors, 100 percent of the proceeds goes directly to them. They will use the proceeds to pay for college campus visits and other expenses associated with applying for top-tier colleges.

The Ivy League Pipeline Program

The teen authors of this book participate in the Ivy League Pipeline Program. The program is a free, community-based, intensive college acceptance, scholarship and financial aid program that targets exceptional learners' grades 6th through 12th.

Founded in 2016 by undergraduate students Rani S. Richardson (University of Pennsylvania) and Jalen Ware (Yale University), the Ivy League Pipeline Program is designed to help students gain admission to Ivy League colleges. Participants are provided guidance, SAT/ACT practice opportunities and support regarding scholarships/financial aid. Our charged environment encourages students to excel via intense preparation that fosters increased maturity and dedication to their college plans.

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By

Danielle King, High School Senior

Jessenia Cranfill, High School Junior

Najee Greenlee, High School Freshmen

R S R C

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Foreword

By Recco Santee Richardson

It is held that all children can learn, some children learn differently and some children use various skills when challenged to comprehend. However, not all children excel academically. Surely, not all of them score in the 90th percentile on standardized tests.

We could learn a lot from children that score in the top percentile. Learning from the stated children is the purpose and focus of this book.

Parents, educators and other students need to know and be sure about the learning process. The teen writers of this book, walk us through their lives, thoughts and perceptions regarding education, parenting and history. Their perceptions and beliefs lead them to explore their world, understand themselves and prepare for their future.

The teen authors of this book are straight A students and are intelligent. What seems to be their academic foundation is their quest to be the best at whatever they do. They have gained the ability to appreciate the small things in life and to take on challenges. This brings out the best in them and continues to set them apart. Their writings give us a peek into how they approach life, their mindset regarding problems, how they interact with family members and what helps them manage stress.

This book is important because many K-12 students need motivation and insight regarding how to earn good grades. They need to know.

What helps smart students achieve. So often, books written regarding student learning are authored by adults and professionals. It is critical that this book is written by ordinary and current high school students. There is no ghost writer and there was very little editing of the authors' thoughts. Lastly, this book is important because the teen authors' expectations, thoughts, experiences and knowledge need to be documented and made available to others.

Over the last 25 years, with the help of my consulting services and private practice counseling office, I have come to realize that some children/teens need additional motivation and guidance when it comes to their education. Though they should, not everyone gets it at home or from a relative. I wish they did. As a result, this book (and books like this) must be available and filled with truths regarding how student learners can negotiate their K-12 education.

Personal Introductions of the Teen Authors

By Recco Santee Richardson, Ph.D., LPC

Danielle King: I first met Danielle towards the end of April 2017. I popped my head in her Advanced Placement English class to say hello to her teacher. The teacher invited me in to share a few words with the entire class. As it would be, several of the students asked if they could attend the coming Ivy League Pipeline discussion session. They also asked if I would be willing to meet with them during the summer months for mentoring. I said yes to both request.

With maturity, boldness, confidence and a kindness about herself, Danielle has made a powerful and lasting positive impression on me. She has a depth to her that most adults never secure. Somewhere along the line, someone has spent quality time mentoring, molding and grooming Danielle for success. She is a daring person who expresses herself well in writing and verbally. She is clear in her thoughts, desires, dreams and goals.

Jessenia Cranfill: Again, I have been working with and servicing children and teens for the last 25 years. I must say that it is rare that I meet a student like Jessenia. Since I met her in May 2017, I have learned that she has a thirst and desire to achieve. She is comfortable asking tough questions. She has learned to not accept no as an answer. Jessenia knows where she has been, knows where she is now and has a good idea of where she is going. Her practical approach to life benefits her greatly. A born leader, she has a knack for getting things done quickly and correctly the first time. Unlike other teens that cast blame and make excuses, she uses stumbling blocks and failed attempts as stepping stones and motivators. I have personally witness her leverage resources and process situations like a professional.

Najee Greenlee: Najee strolled into the May 2017 Ivy League Pipeline discussion session calmly and with few cares. I could tell he was sharp and was his own standard of a teen. There is one word that describes Najee that typically is not used when discussing young people. The word is wonderment. He is filled with wonderment and it shows in his academic pursuits and interests. His strengths and mind move him to wonder about how things work, why things exist and how to better understand them. His love for music is second to none and he prides himself on being on top of his game. With Najee, I will say that he is mature, focused and not afraid of hard work. He has demonstrated a strong respect for family and has learned to make necessary adjustments. His personality and sense of self leaves him in a good position to be successful in high school, college and later in his work career.

Achieving Without Cheating



By

Danielle King

Preface

First and foremost, I would like to explain that this book does not contain all of the answers to solve the cheating epidemic that is swamping America, nor is this to condemn those who cheat. This book is designed to question why cheating is a problem for society, as well as, what can be done to curb the habits of young people who are inclined to cheat. Yes, cheating is wrong, but simply pointing out that cheating is wrong will not help solve the issues that plague America. To truly understand why cheating is such a problem we must take a look into the education system where this act takes place and why saying cheating is wrong isn't morally enough.

This book contains information on how cheating has evolved from decade to decade, why cheating is so tempting to students, what can students do instead of cheating, and the benefits of not cheating in a world full of cheaters. The answers to these questions can address the lack of academic and athletic integrity in the education system by looking at where these actions stem from.

Chapter 1

To Cheat Or Not To Cheat

The day started with me returning to school after a day of recuperating from a minor cold. Allergy season had arrived wreaking havoc on everyone's senses. The good news about the springtime is that college courses had come to a close and now I had about two hours of free time in the middle of my high school schedule. But unknown to me, that day signaled a change in my mindset about education as well as the inner workings of the society around me.

At my high school, there is an option to dual enroll and earn college credits that can carry on after high school. I signed up for the program under the impression that I would get exposure to what college feels like, from the grading system to the different types of professors I might encounter in the future. However, the agreement between the school and the students highlighted that the grades we earned in the courses would go towards our college and high school transcripts. With this in mind, I made the decision that I wanted to participate in the program, even if I was at risk of lowering my GPA. The purpose of the whole experience for me was to uncover a snippet of what I should expect in the future.

The first semester of classes was not difficult in the least, but this was expected just because of the nature of the courses that were offered. We had public speaking and Introduction to Problem

Solving. Most people passed with flying colors, and in some ways were allowed to slack off slightly. After this experience, some of the students naively thought that the next set of classes would be at the same level of difficulty. Excited about using the opportunity to use the, “Rate your teacher,” websites and apps, our class decided to look up the reviews for our next professors.

One of the professors had a decent rating, whereas the other had an absolutely horrendous rating. The professor with the terrible rating was said to have a terrible grading scale, a bad attitude, and in some ways not know about the material he was teaching. After finding out this information most of us were apprehensive, including myself. I was really concerned about being disrespected by the teacher and reacting in a less ideal way. But even with this intelligence, I decided to make the best of the situation because I did agree to the challenge of taking higher-level classes.

Finally Christmas break had come to an end and our second semester classes were due to start. Rejuvenated by the brief recess we had, I came with the attitude that I was going to try my best and that would have to be enough. My peers and I met both professors and they seemed reasonable, at first. The class seemed to become more comfortable with the professor with the low ratings when they met him. He explained to us that the class was book driven, so everything he discussed was in the book.

The class turned out to be not as bad as we predicted, because, as our professor said, the material he talked about in class was accessible. Because of this, some of the students became lax and

depended on him to teach them the lessons without studying on their own time. As a result, when the first assignment was graded many people received grades that they were not satisfied with. On top of this, his grading scale made it hard for people to raise their grades if they messed up in the beginning. This vicious cycle continued all the way up until the end of the course. Our professor tried to combat this by giving us extra credit opportunities and tutoring sessions. I took full opportunity of the extra help that he gave us despite already having an A in class from actually studying.

When it came down to the final exam, I was slightly nervous about it, much like everyone else, but I felt that I would do well enough to solidify my overall grade. One of the tutoring sessions was scheduled before the test, so I had already gotten all of my questions answered. As I was taking the test, I noticed that some of the people finishing before I was were the ones complaining that the class was hard and that he was a horrible professor.

This surprised me because I expected them to at least take as much time as I was taking on the test, if not longer, since they did not study. After all things were said and done, the professor curved our test by so many points that all of our grades went up by a half of a grade. Thinking that this would be enough for some of the people in my class to be content with their scores, I thought that this was the end of it, but I was sadly mistaken.

The day that I came back to school after being sick was the day after the overall stem class meeting with the principal where my peers got to express their concerns about the classes we took, as well

as ask questions about what to expect next year. I was informed that during the meeting they expressed that they wanted to put the whole class on pass/fail. This was not new to me as some of my friends told me they wanted to petition the principal about it, and I'll admit, at first I was on board with the plan. But, I then realized that the decision was going to affect me as well, when I rightfully earned an A for the class. I told my mom and she was fuming at the thought that my grade was about to be wiped out because of some students who decided not to take the class serious, students that did not come to the study sessions, did not come to class, did the homework assignments the day that they were due, scribbled random stuff on the exam, blamed the teacher for everything, accusing him of being prejudice towards white people and so on.

The principal seemed to understand where my mom was coming from when she said that it was not fair that my grade is going to mean nothing when I did everything in my power to get my desired grade. But even despite her understanding, she appeased the students and said from that semester onward that if you get an A you will get the letter grade on your transcript but anything lower, even A-'s, will be seen as Pass and will not affect our GPA's. I guess the saddest aspect of this situation is the fact that some of the teens wanted to wipe their grades, despite having grades like B's. They could not care less that they did not learn the material; all they cared about was keeping their precious 4.0, as if that was going to be their saving grace. What happened to actually learning for fulfillment? When did America become so tarnished that actual merit does not matter, just

the destination? When did cheating become okay, enough for the educators to take part in it?

To most people, this situation is not that dire, and to a certain degree I can say that I agree. This specific situation should not be a big deal in the long run when it comes to going to college, but the mentality behind it is what I am concerned about. Even though the grades will not follow us to college, the mindset that we can get away with anything by asking a higher up to fix a problem that we contributed to is scary. All we have to do is not like an outcome, even though in most cases it was our fault, and weasel our way out of it instead of taking responsibility for our actions: essentially, cheating our way to the top.

In America, we wonder why we are behind other countries in education, and think that it has to do with method, and to some degree that is true, but ideology is what is driving us downward. Simply put, the students here are given so many free passes that it is hindering them from being able to perform at their best. If we want to combat this, we need to figure out ways to combat cheating of all forms in the United States. If students are brought up in a society in which cheating, or lying, like in this situation is going to get them ahead, we as a community will continue in a vicious cycle, and before we know it, situations like this one will happen all of the time. Integrity is what our nation is lacking: not brains. A lot of the time our students are fully capable of completing tasks, but knowing that they do not have to is what is pulling us down. I know that it is wishful thinking that all of this is going to become perfect, but we

should still strive to be better every day by implementing positive behaviors.

As a result of my previous experiences and other insights, this book will focus on the cheating in the academic and athletic world in regards to students and our society as a whole.

Chapter 2

Academic Cheating

To understand how huge the issue of cheating is in the United States, we must take a look at how many students are cheating and which of those students are breaking academic integrity. According to Best College Reviews (2012), Of the 23,000 students who were surveyed in 2012, 51 percent of them admitted to cheating on one or more exams in an academic school year. That means, that in a classroom of thirty, about 15 of those students broke academic integrity. These numbers show that the epidemic is far-reaching, and common.

Copying someone's work is not a new concept. People have been cheating since the beginning of time, but other avenues have opened up making this task considerably easier than it used to be. Cheating used to be simply passing notes or asking the person in front of you for the answer to a specific question. In many cases, a person using these methods gets caught, but technology has made it easier for students to get the answers they need with very little risk of detection. Best College Reviews (2012) states, "The eight common ways that students cheat are by downloading papers, plagiarizing entire sections of text, texting answers during a test, saving notes on a phone to view during the test, using phones to search the internet for a test, taking photos of a test and posting them online, Hiring someone to take online courses for them, and faking test scores and

recommendation letters for college.” With the internet, literally every answer key can be found with a little digging. So instead of just one answer, a student can have access to all of them. There are also different phone applications that can be used for the sole purpose of cheating.

In my experience, many of my peers have opted to use the app method because it's a lot more reliable than using another person's work. But, when it comes down to it, cheating in its most natural form, in a school setting, is done as a group effort. For example, group chats are essential for any group of students who want to get away with cheating, but most of these groups are limited to a set number of people so that the risk of getting caught is minimized. These group chats are where everything from answer sheets to pictures of a test can be shared. This way is highly efficient because there is not any hard copy evidence that can be used against the students. And obviously, I am not saying that every student that is a part of a group chat is cheating, but cheating is a lot easier in that setting than in the classroom where a teacher is around to monitor the student's activities.

Now on the more conventional side, students who have already taken certain classes might slip incoming students tests that were handed back or assignments that were considered a nuisance to do. Many of the students who, “Pass the torch,” are very open to giving away these gems because they feel as if they are doing it for the greater good, especially if they don't like the instructor of the class. Also, they may feel as if the instructor is sloppy and is practically asking them to pass on information to fellow students.

On the more harmless side of cheating, students may opt to ask a person what a certain test was like. This form of cheating is probably one of the most commonly used because there is no record of the interaction: everything is by word of mouth. This can be misconstrued for just letting someone know about the difficulty of the test. When I reference cheating by mouth I mean literally letting someone know what the answer is to a specific question. This typically happens during passing time, at lunch, or even during a non-related class. Of all of the ways to cheat, this one has the lowest risk of getting caught.

Chapter 3

Who Are The Cheaters

Breaking the academic honor system is not limited to those who are struggling in school. As a matter of fact, there are not any demographic distinctions between students who cheat. They come from all different backgrounds: from C average students to those ranked in the top 5 percent in their classes. Students who partake in this act do it for a number of reasons that are not limited to not being able to understand the material. A factor that may play a part in the temptation of a student to cheat is how their peers view cheating. If the people who they surround themselves with believe that cheating is unethical, they are more likely not to cheat or participate in similar acts. Another factor that influences a student is the probability that they will get away with the deed. Students are more likely to cheat if they know they will not get caught or if they know that the consequences do not outweigh the reward received if not getting caught.

Other educators argue that the reasons for cheating among students have to do with the pressure of parents and the school system. Students feel that in order to compete they have to do exceedingly better than their peers and resolve that cheating is the best way to achieve their goals. Classes that have more of an emphasis on grades than actual learning can ultimately result in a high chance of students deciding to cheat. Pressure from external

stressors such as these is another indicator of where students are developing this mentality. Standardized testing plays a huge role in this as well, simply because a test score like the SAT can be used to determine what college a student can get into, possibly altering their career aspirations.

According to Kolker (2012), author of, “Cheating Upwards,” “Today’s high schoolers’ live in a culture, perhaps more than ever, that fosters cheating...The prime offender, they say, is increased emphasis on testing...More than ever, those tests determine where kids go to college—most kids believe that in an increasingly globalized, competitive world, college, more than ever, determines success,” proving that sometimes cheating is not done simply because a person is unintelligent; pressure has a huge influence on a student’s psyche.

Now, for me cheating would be easy, considering I have access to all of these ways and more, but cheating does not do anything for me. I prefer to just learn the material, but at the same time, am I really learning the material, or am I just as bad as the cheaters who are just regurgitating information? Because in hindsight, when a person gets access to restricted materials, chances are they are not striving to learn the material; matter of fact, this very reason might be why they are cheating in the first place. They are just trying to get a specific marking so that either their grade won’t be affected or so their parents will be satisfied with their achievement.

Chapter 4

Athletic Cheating

Sports are deeply ingrained in the American Society. In some cases, sports can be treated with more special privileges than academics. You would think that the importance of sports in America would ensure that everything behind the scenes would be done for the benefit of the players, but that is untrue. It is very common in sports for some type of cheating to occur, whether by player or coach. Specifically, in high school sports, balancing academics and practices can cause unhealthy stress and pressure. To relieve that, cheating ensues.

For a student athlete to stay eligible, they have to keep their grade point above a certain cut off point that is dictated by the school district. Because of this requirement, cheating can be tempting to those who do not do so well in school. The whole point of having a GPA requirement is to make sure the student is improving himself or herself intellectually, and not just physically. The whole point of going to school is to learn; sports are secondary.

Now in many cases, school is treated as the secondary and sports are treated as being more important. This can be seen through the actions of some student athletes when it comes to maintaining grades. For a student athlete, typically, the student using the methods of trying to boost their grades by unethical means, like using the internet to find the answer keys for assignments that they may or

may not have time for. If this does not work, the student may stoop to have someone else do their assignments for them because they want to stay eligible for sports. If none of the more conventional schemes work, the student may then become ineligible, resulting in them not being able to participate in the games. Usually, by this point, the student has a certain number of days to get their grade up to play in the next game. Typically, this is the end of the cycle and from here the student has to figure out the next move, but this changes if the student is exceptional at a specific sport.

Student athletes who are leaders on their teams have a greater chance of still playing even if ineligible. What usually happens is the coach or some authority figure pulls some strings that eventually lead to the student playing when they should not be. For example at Rutgers University a coach tried to contact an athlete's teacher about his grade then proceeded to change minor aspects of one of the papers the athlete wrote (Sherman, 2015). In high school, these habits are fostered and follow the athletes to the collegiate level if they are good enough.

In my experience, the coaches at my high school seem to be good with not letting ineligible players participate. But of course, I cannot confirm how good they are with the subject because if something like this were taking place, it would be done in secret. Also, certain sports are more likely to break the rules than others when it comes to high school sports. For example, the most popular sports in America, basketball and football, are more likely to have scandals involving academic ineligibility. This is in part because both sports bring in the

most money to the school allowing for the students involved to have more accommodations.

The other ways that cheating can occur in sports are a little less obvious. For example, in Michigan it is very common for athletes who are very good at their craft to trade schools through deals with other coaches. For example, a school that is private, but wants to boost their athletic program, will approach players from different areas and encourage them to switch schools. The deal usually will entail full tuition being paid for with tax dollars that do not belong to the coach, and a starting position on the team. Or if a student weren't doing well academically, they would offer them help at their school in hopes to keep them eligible. The largest problem with these situations is all of the kids who get cheated in the process. Imagine getting a starting spot on a team and then either you get it taken away or it's given to someone else who just came to the school or having to play next to someone who did not have to try out. What's the point of playing if it is already rigged in the beginning?

It is very typical of a coach to know who is going to be on his team before the season even starts which causes the fun of trying out to be diminished and in turn be fraudulent. I have talked to many students from different sports teams at my school who have expressed that they knew that they were not going to make a team, or have a specific position because the coaches already had an idea who they were going to put on the team. To cover this, they have tryouts to make it seem as if other students have a chance when they do not. I understand that the coach has the right to pick the best people for

the team but what's the point of tryouts: fairness is obviously not of utmost importance.

The concerning aspect of athletic cheating is how involved adults are in the concept. If the coaches are facilitating cheating behavior, this same behavior can be expected of the athletes. They are learning at an early stage in life that the rules can be bent for them and that it is normal. The action of cheating can be seen as okay when a superior does it, thus desensitizing the young from being honest. I truly believe that if an athlete was held responsible for their actions eventually they would have to conform, but in certain athletic environments that does not matter. As long as they are earning the school money, everything else is subject to be corrupted.

Chapter 5

Solutions & Alternatives To Cheating

If I am being honest, most of the information I obtain during class goes down the drain by the end of summer vacation. So, is there really a difference between a cheater and me? In most cases, teachers cannot tell the difference, especially if a high caliber student is being dishonest. In my experience, some of the people I have classes with have gotten amazing SAT scores, without cheating, but have not done 6 percent of the assignments for certain classes the whole year without some form of an answer key. Meanwhile, I do all of the assignments given to me and achieve the same score. There is an obvious disconnect. How is it possible that cheating and achieving can be almost synonymous with each other? I know that everyone has a different aptitude, but it shouldn't be so easy for students to skim by and get the same scores as students who actually put in the work to earn the same grade.

The primary reason that cheating is so easy is because there is a lack of originality. Teachers have the tendency to not refresh their materials so if a student chooses to keep any materials from courses there is a high chance that material can be subject to transfer from person to person. Also, if a teacher chooses to use documents from the Internet, the student can find the answers. I know that creating new assignments every year for students is a lot to ask of a teacher,

but there are methods that can be done to help ensure that cheating is at a minimum.

One way teachers can prevent cheating is to encourage a healthy learning environment. Typically, students believe that cheating is wrong, but they also, in some ways, feel that their only way out is by doing so. Some students feel as if their teachers, or professors, are cheating them by not putting their all into making sure the students are comprehending the material, so in return, the students cheat to receive a grade that they otherwise would not have received. In a learning environment, there is a teacher – student agreement. Both parties have to uphold their end of the bargain or the learning of the students and the effectiveness of the teacher will be compromised.

Instead of cheating, students should voice their concerns with their superior in order to get the learning environment that is necessary for them to thrive. The most obvious of suggestions is to study even if the subject at hand is not the most exciting or is challenging. Students should always remember that there is always something to be gained from each class they take. No, I am not saying that every class's subject will be of use in a literal way, but each experience or situation that a person is put in should result in some sort of change. Also, pupils should remember that with every time they cheat, they are cheating themselves out of something that they did not already know.

Most of the behavioral issues that any student is having can be addressed at home. Parents should talk to their kids about why cheating is wrong and what they could do to help the student reach

their potential without copying information wrongfully off the Internet. Parents also should set an example for their children by not cheating. For instance, if a parent cheats on their taxes and the child knows, how can the parent really be surprised when they find out that their child is doing the same thing, but just in a different situation? Influence is a huge factor in the actions of people, including students. Stopping the cheating epidemic starts at home and is the only way that a student can learn what it means to have integrity, even amongst people who do not.

Cheating in education is a result of many pieces of a puzzle woven together. There is not just one single factor that impacts the rate of cheating. The main goal when moving a student through life is to cultivate them mentally, as well as build their character: one cannot work without the other. I strongly encourage providing the adequate environment where students can flourish so they can be able to impact the global community in a great way.

Chapter 6

A Final Plea

America is struggling with a dilemma involving ethics that is affecting the future leaders of the nation. Cheating is an epidemic that has covered everyone, whether they partake in the action or not. It is important for America to get out of this rut because it can only get worse from here if nothing is done about it. Ultimately, if this issue is taken seriously there are no bounds that we as a country cannot reach, but it all starts with us making little changes.

As Schwartz (n.d.), the author of “Cheating vs. Values and Ethics,” says, “There is one thing I know for certain and that is our children will never learn ethical thinking and living if we defend their behavior when they are found to have cheated on a test, in a sports competition, or in other areas of life,” which is largely influenced by the adults and mentors surrounding the students.

I urge you to try and be mindful of the lack of academic and athletic integrity circulating the country. To spur change, I encourage you to first start by trying to live honestly, even when tempted to do otherwise. There is always someone looking up to you. To impact someone positively is to take responsibility for improving a person’s character. And, like ripples in a pond, how a person carries him/herself can flow outward and make the issue of

cheating in America better every day. Also, resisting the temptation of cheating has benefits that are long lasting. By dealing with the world in an honest manner, a person can learn so much and can improve himself or herself way more effectively than a person who cheats.

Overall, cheating is a fixable problem and all of the answers lie within our ethical standards and us. We should strive to raise the bar and be better than just skating by in a global society that is growing every day. This challenge can be conquered, but it is going to take our whole society to make it happen.

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Get Smart
A “How To” On Keeping Your Grades Up



By

Jessenia Cranfill

CHAPTER 1

HOW TO DO IT

This book was written to try to help struggling students in school. Maybe those students have gotten off track, never have been on it, or they just need a reminder on how to continue on. Within these papers, I will tell you how I managed to keep a 4.0 Grade Point Average (GPA) while maintaining a job and having fun with my friends. Using these tips and tricks, you will be able to achieve the same thing, and it will prepare you for the future when you'll be juggling two kids, bills, a job, a partner, and/or more.

Reading this is imperative. Not only will it prepare you for life after college, but it will help those currently enrolled in school whether that is college, junior, high, elementary, or otherwise. If you utilize this advice properly, you will be sure to succeed.

Parents, make your students read this book. Help them apply all of the necessary fields. Motivate them to keep with it, and always be their backbone.

Students, listen carefully to what this book has to say. Think about it, let it stew in your mind and leave a permanent mark. Tell your friends to read this book, help them create a better future for themselves.

Friends, keep your buddy on track. You know they want to succeed so help them with it. Tutor them, provide moral support and buy them food, whatever it takes. Don't let them give up.

To all, I know this can seem hard at first, but I promise you, it is so easy. You just need to do all of these steps. I know you have it in you.

*“Goals are not only absolutely necessary to motivate.
They are essential to really keep us alive.”*

-Robert H. Schuller

CHAPTER 2

SET A GOAL

You need to set a goal! This will be the focal point that keeps you motivated. It can be as specific as, “I will graduate Clio High School with honors as the Valedictorian on May 23, 2018,” or as plain as, “Be accepted into Central Michigan University.” No matter what, it has to be something you actually want to strive for. It can’t be one of those humdrum goals you write down for Career Cruising to make your teachers happy. Your goal needs to be something that you want with all of your being.

There was a study done on students’ achievements based on their classes setting goals and self-monitoring their accomplishments (Wilson, 2012). Two fourth grade classrooms were used. The first class set and monitored their goals for the spelling bees and the other one just looked at their scores and didn’t try to change anything. After each test, class one would receive their grades right away, and then have a class discussion on what they’re going to do in order to earn a higher grade on the next test. Before beginning the experiment, the hypothesis was that there would be no difference in the students’ achievements. Afterwards, though, the data proved that those who had goals are the ones who succeeded the most. The first group’s mean of achievement was 12.76 and the second group’s score was 12.09. There was a Mean D (mean difference) of 0.667.

Those who set their goals and monitored them had a higher success rate than those who didn't; the original hypothesis was inaccurate (Wilson, 2012).

Speaking from personal experience, I know it's more beneficial to have a goal to work up to, instead of just going along with whatever grade you get. See, if you don't have an objective, you'll be content with getting a C on every test you take. Those C's add up, and you could end up with a C in all of your classes, finishing the year with a 2.5 GPA or lower. C averages don't usually earn scholarships, and if you're like me, the only way you're going to college is with an academic scholarship. Even if you aren't like me, student loans, paying for everything yourself, or having your parents pay for all of the necessities of college doesn't seem too alluring.

Another experience evincing why you need to set goals is my friends. One of them knows she wants to go to college, but she has no idea what she wants to do or where she wants to go. She often loses her motivation to do well in school and sometimes slacks in her work. This is because she doesn't have a goal to encourage her, only a mom that won't allow her to throw her high school education down the drain. Another friend knows what he wants to be, but it's just not something he wants to strive for. His goal isn't monitored or kept up on, and he slips on homework assignments because of this. My other friend wants to be in social care services, but her goal isn't one hundred percent set into place, and that causes her to lose focus on the work she's supposed to be doing in school.

You need to set a strong goal, and monitor it, in order to get what you want in life. Strong goals are S.M.A.R.T. ones: Specific, Measurable, Attainable, Relevant, and Time-bound. S.M.A.R.T. goals are strong because they help you really see what you're working toward and put it into focus (Guest, 2013). This causes better results and more success rates in goal-attainment.

If you don't set a strong goal, you'll end up being lost and without inspiration. On the contrary, if you do have a strong goal, it'll keep you from falling behind in your classes, and will have you motivated to work hard for your future. Also, having an objective to work for prepares you for the future and gives you a way to deal with other obstacles. Learning how to properly use goals now shows you how to use them successfully for future use. Be sure to set a goal for yourself and put it in place now, if you haven't already.

*“Do your work with your **whole** heart and you **will**
succeed -there's so little competition.”*

-Elbert Hubbard

CHAPTER 3

DO YOUR WORK AND SHOW UP

Smart students complete all of their school work and show up for class. I know, I know, you can't even believe I just said that. Who does their work nowadays, am I right? The best way to get through school is to copy enough notes from the smart kid to pass the tests (you're welcome, by the way). That method is perfectly fine, as long as you're content with maintaining a D or C for the rest of your high school career. Kids are always asking me, or others like me, how we keep A's in all our classes, here's the secret: we do all our work! No one realizes that every paper you don't turn in becomes a zero in the grade book, so they just don't do any of the 'extra stuff' (homework, handouts, etc.). Those zeros add up of course, but somehow students are still astounded when they see D's on their report card.

We all get tired of doing our work; I'm not an exception. The problem is, while I push past the animosity for my assignments, others just go do whatever they feel like doing at the moment. The two main causes for drifting away from work are diminutive motivation or disorganized priorities. When you don't have your priorities in order, you fail to understand what's more important; going to see the newest horror film with your friends or finishing a homework assignment that's due tomorrow. Also, if you lack motivation, you won't feel the need to do your work; what would be

the point, right? Sometimes, I start feeling this way but then I remember my goal and why I've toiled up to this point. Having a goal really comes in handy for times like these; it gives you the motivation you need and shows you how you should separate your priorities; this helps you get all your work done.

Now, by 'do your work', I don't mean just the assignments that keep you from failing. Don't think, "If I do two more assignments, I'll pass this class," because you won't have any cushion room if you end up doing shoddily on a test. No, I'm talking about completing and turning in every single paper your teacher passes out, asking for ways to earn extra credit, and doing your notes yourself so you know exactly what's going on during test day. Be serious about this, the only place that wants people who are clowning around is the circus.

Some people have specific things that they do to help them complete their work, such as a schedule or listening to music to help them focus. Personally, I don't set aside a schedule because I'm never at home at the same time every day, and if I played music, I'd end up singing the whole time instead of focusing on my work. Of course, everyone is different, so different things work for different people. If you can't focus on doing your homework, or you're just having a hard time in general, try making a plan, getting away from distractions (cell phone, T.V., family members), scheduling a set study time, and/or setting up a home work friendly area (Eric J. Gabor, 2015).

I can 100 percent guarantee that doing your work will augment your grades. Homework and worksheets are valued at whatever the

teachers feel is fair; so your grade could go up by two entire letter grades, or change a minus into a plus. By commencing to do your work, you'll be ensuring that your marks will be higher, no matter the teachers' specifications. Do the work and you will definitely get a reward.

How do you know what you're supposed to be doing if you don't come every day? Exactly, you don't. When you don't show up to class, you aren't only missing the instructions, but also the class discussions and one-on-one time with the teacher for questions. It puts you behind which inevitably lowers your grade.

Of course, you can still have a couple of absences throughout the year; teachers realize everyone has sick days, family events, and things of that nature. However, they will not pardon you from the work you were assigned because there is no reason that you won't be able to get it done. When you miss class it makes it harder for you to understand what's going on, which causes you to have a harder time getting your work done, since you're not sure how to do the unit, therefore, you'll have to schedule an out-of-class meeting time with your teacher.

There have been multiple studies on the relationship between grades and attendance (Wyatt, 1992). All of them suggest that the more you come to class, the higher your grade is. One of the studies done by Robert Schmidt, 1983, revealed that the most constructive way to spend your time in a course is being inside the classroom. Schmidt did another version of that same test; this one showing that time spent on the lessons throughout the term had an effect on grades

also. The more you went over the material, the better you did on tests.

Kang Park and Peter Kerr (1990) did another study on the role of attendance in class and using that to explain the students' grades. In essence, by showing up you could significantly decrease your chance of receiving a D or F for the class. This data was also used to find how much an absence would affect a student. The result: each dearth attendance would cause the student's grade to go down by 0.06 within a 4.0 grading system (Kerr, 1990). In 1993, David Romer also reviewed truants and their grades; his findings were that students with zealous attendance had an entire letter grade higher than those who didn't show up as much (Schiming, 2012).

A grand way to raise your grades is by showing up and doing your work; all of it. You can't only do half of what you need to and expect an A; same with attendance, you can't come only half of the time and anticipate seeing your name on the honor roll. Just do your work and come to school as much as you can; it's that easy!

“People who make the choice to study, work hard, or do whatever they endeavor is to give it the max on themselves to reach to the top level. And you have the people who get envy and jealous, yet are not willing to put that work in and they want to get the same praise.”

-Evander Holyfield

CHAPTER 4

Study, Study, Study

As students, we must study. This cannot be emphasized enough. Your teachers aren't kidding or trying to torment you when they say that studying is the greatest thing you can do when you're looking to do better in the classroom. There are benefits to studying and disadvantages if you don't. Studying teaches you skills and shows who you are as a person. Plus, there are so many different types of studying; surely there will be one that works perfectly with your persona. "It's only those who are persistent and willing to study things deeply, who achieve the master work" (Coelho).

When you study, it helps you move the material you just learned from your short-term memory into long-term (Robin L. Harwood, 2007). Once this happens, it's easier to apply information, such as answering a question about the context of a novel (Thompson, 2012). It's been proven that constant learning helps your brain age slower, giving you more use of cognitive functions when you're older. Once you start studying one subject, it boosts your brainpower everywhere; your brain is an organ so when you improve one area, you're doing something to improve the whole (Jantzi, 2015). Studying helps you advance academically by improving your time management skills and concentration. Also, it prepares you for

college. Most college classes require hardcore studying, so working on your study skills now will help you in the long run.

Look at me, for example, I used to be unorganized and I wasn't concerned about managing my time. I always had other things to do, such as helping my friends with boy trouble, playing a video game, or going out with my buddies. I started to realize that these things weren't supposed to be my number one priority after I received an E on one of my progress reports. It felt like I had an epiphany; I came to the conclusion that school should be my chief focus. So, I began giving advice after all my work was done, plugging in the Wii once I put the last paper in my backpack, and commenced going out only on the weekends. Once I began putting my schoolwork first, I became more time conscious and organized; I finally had a plan for my day! I started to know what I should be doing, when to do it and when to move on to other tasks. There's not as much clutter in my mind now, and I've found that it helps keep me calm, for whatever reason.

There are tons of skills that studying ameliorates. Consider the acronym T.O.N.S. for the salient skills: Time management, Organization, Note-taking, and Strategies (Academicll, 2012). Studying helps hone time management skills by teaching you how to

develop a palatable study schedule and shows you how to begin avoiding distractions. Studying also affects organization. It conveys how to track your work, teaches you how to look at what you did wrong or right and how to fix or continue doing that, and gets you up-to-date on your color-coding skills. Note-taking too is influenced; your listening skills and effective note-taking skills are refined when you study, for there wouldn't be any studying without notes. Studying also impacts strategies such as test-taking strategies or planning how you're going to break down the gargantuan homework assignment you just received. Time management, organization, note taking, and strategies are merely the central four skills studying polishes, there are plenty more.

I use time management by paying close attention to what time it is, and how long I've been doing a certain assignment. With this information, I figure out how much time I should allow myself to spend on a subject each night. A time limit helps me avoid distractions that I would otherwise fall prey to. I utilize organization by having separate folders for all my classes and color-coding my notes for studying. By doing this, I know exactly where to find what I'm looking for, and I end up saving time since I'm not flipping through every paper I own. When I employ note-taking skills, I

listen to and look at what the teacher is trying to instruct, and write down the key points of the essay. Note-taking helps me remember the important things that could take place on the test, and gives me a chance to go back and review anything I might need a refresher on. I apply strategies by looking at how long a project is and dividing up how much I plan on accomplishing over a couple of days, that way I don't get too overwhelmed in one day.

Be sure you study. It will teach you skills that'll last a life-time, help you advance academically, prove you're responsible, and plenty of other sumptuous things. Don't mess up by not studying. It really can make a letter grade difference, which can in turn affect your entire future.

CHAPTER 5

CLOSING

To conclude, please listen to my advice. It isn't hard to do these three things, and with the incentive that it'll improve your grades, there's no reason you shouldn't. Please, please, please study, do your work and show up, and create a S.M.A.R.T. goal today.

Thank you for taking the time to read and buy this book. Take the next step and apply all that I've said to your own life. It really will brighten your future and raise your grades. You can't go wrong with this plan. Have fun, and make it a great day.

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A Literature Review of The History of Music in America



By
Najee Greenlee

Chapter 1

Introduction

Music is an ever-changing art. Throughout history, genres have developed and become more popular. The opposite is also true as some genres were, at some point, barely alive. Luckily with the advancement of technology people are able to listen to their favorite music on demand. The advance of technology has also allowed music to move more from folk-style to more electronic-based. From the fifteenth century and after, music in America has undergone gradual changes as the demographic of people changed. Culture is a paramount reason for the creation of music styles. Even without the demographic of the population being diverse, music is still able to grow and become more complicated rhythmically as time passes.

This topic is of importance because a large majority of people have a type of a music that they prefer to listen to but they may not know the history behind it. They may not know that their favorite type of music is a spin-off of larger genres. Personally, this is important because I like to know the history of things. By knowing the history of music I feel like I am able to understand it better. In fact, many of the genres today were partially influenced by others. This book will also help readers identify similar artists that they enjoy listening to but are not sure what type of music it is. In the future, expect more genres of music to be created. Music is a form of expression and there are multiple ways to get a point across to an

audience. Even now, there are musicians experimenting and trying new things. There is no possibility of being the next by recycling old ideas.

Chapter 2

General Review

The first topic to be discussed will be music created from before the twentieth century. Compared to more modern music, music from the 1800s and before has fallen out of grace. Concert attendance at concert halls have been declining as well. In America during 2012, 8.8 percent of people went to a performance of classical music compared to 11.6 percent ten years prior (Albright, 2016). This is showing the steady decline of interest in classical music. Of course as one thing falls another rises. In the case of music, this would be the fall of classical music and the rise and revolution of rock and R & B (rhythm and blues).

This revolution started in the 1950s with rock and roll stars like Elvis Presley. It was the start of a new age. From this point on, music had swing and more genres came to be. Later there was rap and music became more lyrical. Electronics were also used more often as time passed and there was more variety between music with all of the different styles. Even from the mid-1900s and later music has dramatically changed. More people are able to find music they enjoy and with music applications and YouTube. Music is important to me because it allowed me to be where I am today. There are multiple things I would not have done had I not joined my school's band years ago. Before that time music was sort of a side interest of mine. Now it is all I think about night and day. I find that music has the ability to get me out of a bad mood or motivate me..

Now, music has advanced even more and the pace is quickening too. Genres such as electronica and dubstep are more common. Electronica is music that has a main focus on electronic instrument. Dubstep is a type of electronic music that became popular in the 2000s (Gibson, 2014). Electronica was made by the band Pink Floyd from the United Kingdom. As whose listeners were mostly youth. These two types of music are important because they pushed limits and took risks by adding in electronic instruments. By being one of the first bands to do this they encouraged others to attempt it.

Composition software is able to do what is not humanly possible and in the future it will begin to sound more life-like. Compared to their older counterparts, newer types of existing genres might soon become unrecognizable. Who knows what the future of music will be with all of the technological developments happening? There will be pioneers of new genres and new stars. Compared to a millennium ago the number of types of music available has doubled. It can be expected that in the next one thousand years the same will happen. This is important because some people might not listen to music because they haven't found something they enjoy. This may not seem important but listening to music has its benefits.

Today, various music genres are popular. A few examples are country, pop, and rap. Everyone criticizes certain songs that can be grouped into one of these three but overall people enjoy the music. Some might not like the speed of the music or what it talks about. Others say the opposite. Listeners of music giving constructive criticism and having discussion helps the creators make changes to please their audience. Next to be mentioned will be a few notable songs from the genre's time period that caused the style to become a

hit. Last, if applicable, a few influences from other cultures, people, or music will be noted. Music, like the people who create it, is a living thing that changes and grows and gives life those around.

Music will never be something static by never growing anymore. If music did come to this point, eventually people would stop listening to music altogether. This would cause the collapse of an industry. The growth of music allows people to grow with it. The world having music that changes gives new people an opportunity to contribute. A new type of music being created can be compared to a new sport being made. In the beginning no one is a professional at it and there is a time where anyone has a chance. In music a new type of music rising means a chance for new performance groups to become popular.

Chapter 3

Native American Music and Classical Music

Before pilgrims came to America there was already a rich history of music in North America. It was for religious purposes and the style changed from tribe to tribe. According to Encyclopedia Britannica (2014), different places emphasized different parts of music such as singing, dancing or playing instruments. Native American music was largely for religion but also for ceremonies and weddings. Yodeling was used as well as certain patterns like call and response and alternating lines. Call and response is where someone says a part then the rest repeat the same part. Alternating lines would be having two melodies and switching which one play every time.

To the trained ear, the variations between tribes is noticeable. Tribes in the northern plains used the higher part of their musical register while those in the southern plains did the opposite. That is just one of the many variations present during that time. The differences between Native American music stressed that not all tribes were the same. Each tribe had their own culture and grouping all of them together would not be justice. It was one of the many ways to tell one tribe from another. As a whole, Native American music in North America was based on singing rather than playing instruments. Back then, not many songs were secular.

Music and religion were not independent of each other. Where there was music, religion was also present. Compared to today where there are songs that are not at all connected to religion. Although singing was the main form of sound in songs, instruments were used.

The most notable example is percussion instruments. Drums were used extensively by all tribes in America and remain popular today. Drums are simple in practice but have the potential to be very challenging rhythmically. The different types of drums also allow for them to be used in all settings. In a way, drums provide a “backbone” for many types of music or they can be used for solos. This is possible but it never did happen in Native American music.

As mentioned earlier voice was seen as more important than any instrument so drums were for accompaniment. Native Americans also used wind instruments. Flutes have been around for millennia so it is not a surprise that they were used by Native Americans. Again, like drums, wind instruments were used for accompaniment. Horns existed too before any European came to America. Many concepts and musical ideas were established by Native Americans. The only difference is that music was metered in Europe. There was something like a written music languages that told how a piece was meant to be played. Things such as tempo, volume, expressiveness, and other musical rules could be communicated by paper. This wasn't in America for a while.

In Europe, notes had values of time and tempo was measured. When the immigration happened these ideas came with them. The immigrants taught the Native Americans how to play written music and also write music of their own. The two cultures traded ideas because the settlers also learned some things about music from the

natives. Africans also had their own way of music so it would make sense that they too influenced music in North America and adopted ideas of its inhabitants.

As North America began down its path to becoming a place where various cultures could interact the music reflected that change. Before the U.S. became a country there were colonial songs and marches. Some of these songs and marches are Yankee Doodle, The Stars and Stripes Forever, and Entry of the Gladiators. A military band might have played these before going to war or they could be played in concert. All were patriotic. For a time, the number one priority for colonists was to find a way to be different from the British. Their music was one the ways they showed their uniqueness. Later after the United States gained sovereignty, the national anthem was created. There was also a surge of classical composers. Living among all the different types of people meant that their style of classical music differed from European composers of the time. A prime example of one of these composers is John Philip Sousa. He composed “The Stars and Stripes Forever”, one of the most popular American marches of all time.

In summary, the diversity of the population in America allowed for the music to rapidly develop. This development encouraged people to be different from one another with their music. It further developed cultures and gave identity to some things. This is important because it brought even more new genres than what was already present. Native Americans may have started the music in America but all the other people contributed in a way. Before, music wasn’t recorded and was only passed down. This was changed when the Native Americans adopted the ways of Europeans. For a period

of time music was rhythmically simple in the U.S and this was fixed by time. Later in the future, there is a possibility that older music will be revamped or there will be new revolutionary songs to change the music industry.

Chapter 4

Country Music and Jazz

The turn of the century brought an abundance of new ideas to music over time (Estrella, 2017). The turn of the century brought new ideas because some musical rules were changed. Music was also becoming more relaxed. So much has already been done than you can expect to be repeating what has already been said. So much that it was later named “the age of musical diversity” according to Estrella (2017). Technological advancements were a large reason for the development of music as well.

Compared to music before this time, music of the twentieth century was much more open to interpretation. Similar to how music was complicated when Europeans came to America, that happened again during the twentieth century. Due to that, music with more diverse chords was made along with music having a swing feel to it, or jazz. These diversified chords gave the depth. It became less complicated and as a result more enjoyable to listen to for some. Those who didn’t enjoy new chords could always listen to the old music. It was also in the 1900s that country music was popularized. Before that time, there were no recording studios to broadcast your music. In the early 1900s, however, musicians from around the country were able to travel to these studios in hopes of becoming a star.

Country music has its roots in folk songs and other British and Irish immigrant music. Today, country music remains closely associated with the rural American South (Manco, 2017). This is grossly oversimplifying the true origin of the music. Country music was influenced by multiple cultures over the years and subtle changes within the industry reflect that. This change was inevitable and I believe that it was a not horrible change for country music. The music grew with its listeners. The types of instruments used in songs, for example, have grown over the years. Instead of only using violins for accompaniment, banjos were added and mandolins were also. The diversity in instruments allowed for the genre as a whole to be more musically varied. The music had been around for centuries but was first recorded in June 1922. This recording never did become all too popular but two years later a recording by Vernon Dalhart passed one million copies sold.

Vernon Dalhart gave the genre momentum and it slowly gained a following. Elvis Presley also contributed to country music by releasing his album “Elvis Country (I’m 10,000 years old)”. Today, country music still holds up. Singers such as Billy Ray Cyrus, Cowboy Troy, and Kenny Rogers keep the music relevant. Personally, I believe that country music is in a better place than ever. People worldwide listen to country music and now it’s even easier to access than in the past

Jazz. Some think of loud brass and others think of saxophone or clarinet. No matter what comes to mind, there is no denying that this music like all others, brings joy to people’s ears. Like country music, jazz began getting attention in 1920s for the same reason too. Radio stations and recording studios contributed immensely. The music

was all over the country, north and south. Though New Orleans was almost like a “jazz center.” Jazz was the first opening for blacks in the music industry at the time. Before jazz they had no influence. So it gave people hope for the future. Jazz was also influenced by other music styles. At this point, elements were borrowed from everywhere. The music was popular throughout the 1930s and continues to today. During the 1930s the genre was innovated and as a result new music was created. “The small-band New Orleans style fell out of fashion,” Stewart et al. (2015). The style was thrown out and then revived once musicians realized that the New-Orleans was what the people appreciated.

The New Orleans style of jazz was the traditional one. It was the place where jazz began. It would sense that listeners would prefer to listen to what they fell in love with. The New Orleans style of jazz was just that. New performers attempted to deviate and it did not turn out well. Back during that time Louis Armstrong and Baby Dodds kept the music entertaining and were pioneers in revolutionizing the music. The music has developed to the where we are now. There are numerous jazz types each with their own soloists and bands. There are museums and jazz clubs to attend to learn more about the music. The music has earned its spot the same way country music has. It can be expected that jazz will always be popular.

Chapter 5

Rock and Roll and Electronic Music

Rock and Roll is a genre that is not in the best place at the moment but it was important for the development of music. The music lost its place because of the deaths of its stars. Most of the important people died. The message rock and roll sent was important though and it allowed for rock to be created. This genre told the people of the 1950s that whites and black could work to collaborate on something meaningful, music. The music was able to be created because of a “mix of black culture and white spending power,” Kot (2012). Essentially, the music was a middle ground between country music and R & B (rhythm and blues). By merging these two music genres together, two different cultures were able to have a common interest in music.

These two genres in particular coming together was important because the situation in America was not pleasant. At the time there was a tremendous amount of tension between whites and blacks. Although the two groups did not get along that well as a whole, they liked music and that is what brought them together in the end. Had this been something besides music the outcome might not have been the same. One of the singers who drove the music forward was Elvis Presley.

When people think rock and roll they think of Elvis. In the 1950s it was he who caused some black R & B singers to be grouped along

with all of the rock and roll singers. The music grew and its influence was felt nation-wide. I believe that the music promoted a positive rebellion. More of a message that told times were changing instead encouraging riots in the streets. The music also connected the young people in America. A new culture developed because of the music and adult groups did not approve. They believed that the music was a bad influence on the youth. At the time, rock and roll looked like it would flourish for centuries. This was not the case. Many of the popular stars such as Elvis Presley and Little Richard had left because of various reasons. The time before this was when the music was at its peak. After these events the music went on a steady decline in popularity. Luckily, the music was able to recover and evolve into something new and exciting.

It is important for music to change because music is expression. People have ways to express themselves and there are different messages to get to the people. There would not be any sense in singing about events that happened three-hundred years ago compared to happenings in the present day. Pushing forward is the number one priority not moving backward. Today, rock music isn't as well known as it once was but every now and then there are times that rock songs are among the most popular. Rock and roll was able to connect people in a way that most music does. It slightly eased tension between blacks and whites. Elvis Presley was the star of the genre but his time has passed. Now the music has produced multiple sub-genres that people listen to daily.

Chapter 6

Electronic Music

Electronic music is a type of music that exists only because of advancements in technology. Some electronic music groups are Daft Punk, Radiohead, and The Beatles. Any developments in this type of music are caused by developments in technology and also by how fans receive the music. As suggested by its name, the music uses electronic sounds and instruments. Sometimes it is the accompaniment for voice because it is present in popular music today. The music first started in the 1960s with electronic instruments but was not well-known in the 1970s.

Disco was once a mainstream type of electronic music and a staple of the 1970s. Disco was the music that brought electronic music to the front row. There was not necessarily a problem with disco that caused it to be left behind. The listeners just began to prefer other types of electronic music. Instead of being on their own, electronic music artists collaborated with more popular singers. This caused the music to receive recognition for once. Although the music was recognized it was still more representative of other genres instead of being distinct. In the 1980s and 1990s the music became something that people listened to by itself. This was also the time

when more specialized electronic music was created such as drum and trance.

Currently, electronic music is in a golden age. As technology advances so will this music. In my opinion, the music is in a golden age because technology is in a better place than where it was in the past. This would cause the ratings of the music to be higher and also for presence of the music to be known. In the past, Daft Punk made the soundtrack for the movie *Tron: Legacy*. This is the one of the many examples of why I have a positive outlook for electronic music.

Native American and classical set the path for all other music in America. Colonists brought and developed a new culture. Classical music was preserved and improve upon over the years. The same can be said about most music. Jazz broke the rules and experimented with what was already available. The music was improvised on the spot which is the complete opposite of orchestral music. Country music was another that lead to the creation of other music such as rock and roll. Music can be viewed as a tree. At a time there may have been only one genre of music. Now there are at least one hundred, each with their own unique feeling and instrumentation. As time passes there will be even more and they will rise from music we know now or be completely new.

Chapter 7

Closing Views

Music, like all other arts, has a rich history. People that changed the industry came and left and many of them are known for being musical pioneers. Music is a living, growing thing like a language or a civilization. English now is not spoken the same was as it was during the Renaissance. Since then words have come into use and also become obsolete. The same has happened to music and it can be assumed that there is music that no one listens to. It could be oral music from a dead language or something forgotten.

I believe that music and language are closely tied together especially if the music involves singing. Some languages have different sentence structure than English, slang, and emphasize different sounds. This all has an effect on how a song is sang and what the end product is. There is also a possibility for other factors to have an effect on the way that some music made. Native American's religion ties into music and ceremonial songs are an essential part of the culture. Culture, language, music, and civilization all have something in common. They are all constantly changing for better or worse. In my opinion they will always be changing unless some major world event happens.

The history of music does not end here. You could be the person that makes a splash in the music industry. My thought is that none of

the stars who became popular thought they would at first. Most may have been small-time bands or performers at family gathering. Then they could have ended up meeting the right people and making connections. I have met many people at the right time. Infact, had I not met the right people back in May 2017, I would not have written this book.

Multiple music performers and writers had humble beginnings because no one starts as a world-class performer. The point is that music has a history due to the fact that performers and each different piece has a history. It is possible to form a large music history tree by branching off into separate genres and people who make the music. This causes the depth of history of music to increase exponentially because the creation of one type of music leads to the rise of hundreds of performers.

When rock and roll was popular Elvis was not the only one make music. There were others who were popular for their rock and roll music and also small-time garage bands. This holds true for other industries as well. Those who are well-known would not be if not for all of the others below them in popularity. Music brings people together and for some it is their passion. For others it may be have a small impact on their life. For the most part, music has an effect of the lives of people worldwide. It is what motivates people in times of need and during competitions. The diversity of music is what makes it function so well as a form of expression. For almost any occasion there is music to fit the situation. I believe that without music the world would change for the worse. By music being a living and changing art it benefits people and promotes change.

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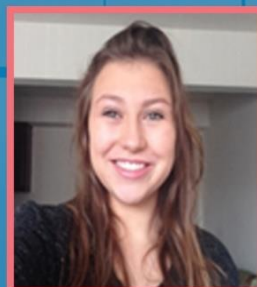
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AAH!! MOMENTS



Danielle King is a rising senior at a public high school in Flint, MI. She enjoys organizing things, reading for pleasure, listening to music and attending church. She is bonded to both of her parents and her older brother. She has held several leadership positions within her school and local church. Danielle desires to attend a top-tier college and is undecided about what to major in. She credits her parents, teachers and God for her current and future success.



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