

## Trace Effects Teacher’s Manual Chapter Three: Saving Music in New Orleans

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## Introduction to Chapter Three

### Chapter Themes

- Community activism
- Fundraising

### Chapter Location

- New Orleans, Louisiana, the southern part of the United States and birthplace of jazz music



### Chapter Summary

1. Trace must go to New Orleans, Louisiana, to help prevent the school music program from losing its funding. Kit and Eddie leave Trace to go to a band competition and tell Trace to find Andre Marshall.
2. Trace finds Andre Marshall in the park and Andre asks Trace to help him find his friends and band members and convince them to put on a fundraising concert to help raise money for the school's music program.
3. Trace needs to find the trombone player, trumpet player, and upright bass player. He also needs to help them with tasks they need, like fixing a bicycle or broken instrument.
4. Trace offers to play the drums for the group, but Jasmine comes and she plays. They have their benefit concert and raise money for the school music program.

### Chapter Main Characters



**Andre Marshall** is a jazz musician trying to help save music at LaMothe Elementary School.



**Olivia** plays the trombone in Andre's band and works at the thrift store.



**Louis**  
plays the  
trumpet in  
Andre's band.



**Natalie**  
is a coffee shop  
owner. Michael  
works for Natalie  
in the coffee shop.



**Michael**  
plays the upright  
bass in Andre's band.  
He works in the  
coffee shop with  
Natalie.

## Chapter Three Objectives and Tasks

### Action Words to Collect In-game

**Give:** Located in the park by Andre Marshall.

**Loan:** Located near the river where Trace first appears in the game.

### Items to Collect In-game

**Trombone:** Trace will need to get Olivia's trombone in the thrift shop, take it to Louis to fix, and bring it back to Olivia.

**Bike:** Trace will need to get a bike from Olivia in the thrift shop and take it to Louis.

### Map in Chapter Three



### Tasks that Trace Needs to Complete

1. Find Andre Marshall
2. Talk to Andre Marshall
3. Find and convince Olivia to play in the concert
4. Find and convince Louis to play in the concert
5. Find and convince Michael to play in the concert
6. Convince Natalie to allow Michael to play in the concert
7. Report back to Andre about the concert

## Grammar in Chapter Three

Following are the grammatical structures students can learn or practice in Chapter Three. See the *Teacher's Manual* appendices for ideas on teaching grammar within Trace Effects.

Trace's Task	Grammar Point	Proficiency Level
<b>Find Andre Marshall</b>	<ul style="list-style-type: none"> <li>Expressing ongoing past action with <i>used to</i></li> <li>Imperatives</li> <li>Polite questions</li> </ul>	Beginner
<b>Talk to Andre Marshall</b>	<ul style="list-style-type: none"> <li>Expressing a plan or desire with <i>need to</i></li> <li>Infinitives and gerunds</li> <li>Expressing future action with <i>going to</i></li> <li>Simple past tense</li> <li>Real conditionals</li> <li>Modals <i>can, could, and would</i></li> <li>Prepositions of location</li> </ul>	Low-Intermediate
<b>Find and Convince Olivia to Play in the Concert</b>	<ul style="list-style-type: none"> <li>Modals <i>would, might, could, can, and will</i></li> <li>Expressing a need with <i>have to</i></li> <li>Polite questions</li> <li>Present perfect tense</li> </ul>	Intermediate
<b>Find and Convince Louis to Play in the Concert</b>	<ul style="list-style-type: none"> <li>Modals <i>can, could, will, and would</i></li> <li>Polite questions</li> </ul>	Intermediate
<b>Find and Convince Michael to Play in the Concert</b>	<ul style="list-style-type: none"> <li>Modals <i>can, could, might, and would</i></li> <li>Simple present tense</li> <li>Simple past tense</li> </ul>	Intermediate
<b>Convince Natalie to Allow Michael to Play in the Concert</b>	<ul style="list-style-type: none"> <li>Present progressive tense</li> <li>WH-Questions</li> <li>Gerunds</li> </ul>	Intermediate
<b>Report Back to Andre</b>	<ul style="list-style-type: none"> <li>Expressing future action with <i>will</i> and <i>can</i></li> </ul>	Intermediate

## Vocabulary in Chapter Three

Following are some words that your students might not know. These are all useful words for your students to learn, memorize, and review if they do not know these words. If you are teaching or reviewing these words, see the *Teacher's Manual* appendices for ideas on pre-teaching new words and helping students figure out new words while they play the game.

Word	Example from Trace Effects	Meaning of Word in Context
Accident	"I had an <b>accident</b> . I couldn't fix my bike, so I can't get to practice."	When you are hurt or your bike or car is broken (noun)
Await	Well, let's go guys. Our fans <b>await</b> !	To be ready or waiting for someone or something (verb)
Band	"I used to play trombone in his <b>band</b> ."	A group that plays music together (noun)
Bass	"I played <b>bass</b> in his band."	A large musical instrument with strings like a violin; the player stands up to play (noun)
(To) Borrow	"Maybe Louis can fix your trombone. Then could he <b>borrow</b> that bike?"	To use something that belongs to another person (verb)
(To) Bring back	"I'll <b>bring back</b> the trombone when it's fixed."	To return a thing to someone (verb)
Broke	"I guess when my trombone <b>broke</b> , I lost the feel for it."	Past tense form of "to break"; when something stops working (verb)
Broken	"I can't fix the bike. It's really <b>broken</b> ."	When something is not working (adjective)
Concert	"You could do a <b>concert</b> !"	An event when a band plays their music for a group of people (noun)
Downtown	"Olivia is <b>downtown</b> ."	The center area of a town (noun)
Drummer	"Our <b>drummer</b> moved away."	A person who plays the musical instrument the drums (noun)
Drums	"I play <b>drums</b> !"	An instrument that you hit with your hand or a stick in order to make sound (noun)
Elementary school	"LaMothe <b>Elementary School</b> needs money to teach music." [LaMothe is the name of the school.]	School for children ages five to ten (noun)
(To) Fix	"I had an accident. I couldn't <b>fix</b> my bike, so I can't get to practice."	To repair or to make something work correctly (verb)

Fixed	"I'll bring back the trombone when it's <b>fixed</b> ."	Something that works and is not broken (adjective)
(To) Flourish	"Trace has done it! Music...taught in school. Music... <b>flourishing</b> everywhere!"	To be very successful; to do very well (verb)
(To) Get to	"I had an accident. I couldn't fix my bike, so I can't <b>get to</b> practice."	To be able to go somewhere (verb)
(To) Give something a try	"Let's <b>give it a try</b> ."	To try to do something, even if it might not work
I'm off!	"I'm <b>off</b> !"	A way to say that you are leaving, or to say goodbye with friends
Impossible	"It's <b>impossible</b> . I have to work."	When someone can't do something (adjective)
It's a deal	"It's a <b>deal</b> ! I'll tell Andre you both can play."	What you say when you agree on something
Later	" <b>Later</b> , man."	A way to say goodbye with friends
(To) Leave	"Why did you <b>leave</b> the band?"	To stop doing something (verb)
(To) Lend	"Maybe Olivia would <b>lend</b> it to you."	To allow a person to use something (verb)
Lent	"Olivia <b>lent</b> you the bike."	The past tense of "lend" (verb)
(To) Look for	"I'm <b>looking for</b> Michael."	To try to find something or someone (verb)
(To) Lose the feel for	"I guess when my trombone broke, I <b>lost the feel for</b> it."	To lose the ability to do something; to forget a skill (verb)
(To) Mind	"Michael, you stay here and <b>mind</b> the shop."	To watch something and take care of it (verb)
Musicians	"You can talk to the <b>musicians</b> . See if they want to play together."	People who play music (noun)
Nice to meet you	"Hi, I'm Andre. <b>Nice to meet you</b> ."	What you can say when you first meet someone. A polite way to say you are happy to meet them.
No worries	" <b>No worries</b> !"	A way to say "You're welcome, don't worry about it"
Practice	"I had an accident. I couldn't fix my bike, so I can't get to <b>practice</b> ."	The time when a band plays music together to make it sound better (noun)
(To) Raise	"We need to have a concert to <b>raise</b> money."	To get more of something, especially money (verb)

Ride	“I need a <b>ride</b> .”	A trip or excursion on or in a vehicle: e.g., a ride in a car.
See what I mean	“Do you <b>see what I mean</b> ? Andre is really good.”	A way to ask someone if they agree or disagree with you
(To) Sell	“Do you <b>sell</b> bikes here?”	To get money for something; to exchange something for money (verb)
Sounds good to me	“That <b>sounds good to me!</b> ”	A way to say “okay”
(To) Take a while	“It might <b>take a while</b> .”	To need a lot of time to do (verb)
(To) Take care of something	“I think I can <b>take care of this</b> .”	To fix something or make something work again (verb)
Thrift shop	“There was a bike at the <b>thrift shop</b> .”	A store that sells things that have been used by other people and are not new (noun)
Time off	“I couldn't get <b>time off</b> .”	Time when someone does not have to work, for example vacation days (noun)
Trombone	“I used to play <b>trombone</b> in his band.”	A horn that is often used in jazz music. It has a U-shaped slide that the player moves in and out to change the pitch (noun)
Trumpet	“I used to play <b>trumpet</b> in his band.”	A horn that is often used in jazz music. It is the length of a shoebox, about 150 cm (noun)
What's up?	“That's me. <b>What's up?</b> ”	A way of asking “What do you need?” or “What are you doing?”
Wheels	“I don't have <b>wheels</b> .”	A bike, motorcycle, car, or truck (noun)  Note: Informal language

## Chapter Three Task Descriptions

### Task 1: Find Andre Marshall – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Andre by exploring the town.	Students can exchange information with other people about what to do.	There are multiple conversational options to choose from when Trace interacts with other characters. Allow students to explore these on their own.
<b>Extension Activities</b> <b>a. "Can you tell me where...?"</b> Trace needs to find a lot of people and things in his adventure. He does this by asking questions. This is a classroom game where students will find hidden objects by asking questions. <ol style="list-style-type: none"> <li>Hide five random objects in the classroom, such as pictures of Trace Effects characters, small toys, or just different colored sheets of paper.</li> <li>Write the names of the five objects on the board.</li> <li>Select five students. Tell each of these where one—only one—of these objects is hidden.</li> <li>The rest of the class, with pen and note paper, will approach these five students in order to ask where the objects are hidden. They must ask politely, saying "excuse me," followed by a polite question. "Hey, where is the orange ball?" is not very polite. "Excuse me, can you tell me where the orange ball is?" is more polite.</li> <li>Students should write down the locations of the five hidden objects. They must not touch any of the hidden objects. Once a student has written down the location of each object, he or she can sit down.</li> <li>Afterwards, before actually showing the location of the objects, compare what students have written.</li> </ol>		

Below is how students can earn the most points in the *Find Andre* task. Conversations can be done in different orders, and not all conversations are necessary. Students will get more points, though, if they ask the characters of **Michael**, **Louis**, and **Olivia** about Andre.

Trace's comment or action (student chooses)	Response	Character	Points
Hi, I'm Trace.	Hi, I'm Michael.	Michael	3
Hello. Do you know Andre Marshall?	Yes, I played bass in his band.	Michael	1
Do you know where Andre is?	He's probably in the park over there.	Michael	0
Thanks a lot!	If you see him, say "Hi" from me!	Michael	1
Hello there. My name is Trace.	Hi. My name's Louis.	Louis	3
Do you know Andre Marshall?	I used to play trumpet in his band.	Louis	1
Do you know where Andre is?	I really don't know. Sorry!	Louis	0

OK, thanks anyway.	No problem. See you around.	Louis	3
Hi! I'm Trace.	Hi, I'm Olivia.	Olivia	3
Do you know Andre Marshall?	I used to play trombone in his band.	Olivia	1
Do you know where Andre might be?	He plays for the kids in the park. Try there.	Olivia	3
Bye	Bye	Olivia	0
Excuse me. Do you know where I can find Andre?	Sorry, I don't know.	Mason, Claire, Mary Beth	0

## Task 2: Talk to Andre Marshall – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Andre by walking through the row of buildings. You can hear his music.  2. Find out why his music is sad.  3. Offer to help Andre get his band together.	Students can express reactions and emotions to others.  Students can exchange personal information using phrases and simple sentences.	Try letting students play Trace Effects in pairs or even small groups. They can work together to make decisions.
<b>Extension Activities</b>  <b>a. "I used to play..."</b> Olivia used to play trombone in Andre's band. And Louis used to play trumpet. When they say "used to" they mean in the past they played in Andre's band, but they do not anymore. Write these verbs on the board: <b>eat, play, drink, think, believe, want, go, have</b> . They should think about themselves. How were they different a few years ago? What things did they used to do that they do not anymore? They can choose from this list of verbs. Examples: "I used to eat meat, but I don't anymore." "I used to have a bike, but I don't anymore." Or they can think of their own verbs: "I used to litter, but now I never do." Let students work in pairs. Have one student write down five sentences about his partner. Then share with the class, with one student reporting about his partner: "Jose used to like piano, but he quit." Stress that these sentences should be real; this is not grammar for the sake of grammar.		

Below is how students can earn the most points in the *Talk to Andre* task:

Trace's comment or action (student chooses)	Andre's response	Points
Hi, I'm Trace.	Hi, I'm Andre. Nice to meet you.	3
You're very good!	Thanks.	3
Why is the music sad?	I'm sad. They're going to stop teaching music in school.	2
Can they study music in school?	Not now. LaMothe Elementary School needs money to teach music.	2
Do you play by yourself?	I used to have a band.	
How many people were in your band?	There were five of us.	2
If you have a band, you can play for money.	Yes, but I need to get my band together.	5
Where are the musicians?	They still live here in New Orleans.	2
Can I help you get the band together? You could do a concert!	You can talk to the musicians. See if they want to play together.	5

Who is in the band?	Michael, the bass player; Olivia, the trombone player; and Louis, the trumpet player. Our drummer moved away.	5
Okay—Michael, Olivia, and Louis.	And we're missing a drummer.	2
I play drums!	That's great! I need a drummer.	5
Where can I find the musicians?	They work around here, mostly. Louis works on a boat. Olivia is downtown. Michael works in a coffee house near here.	3
So Louis is on a boat, Olivia is downtown, and Michael is nearby.	Right!	3
I hope I find them. Bye!	Don't worry! You will!	0

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### Task 3: Find and convince Olivia to play in the concert – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Olivia at the thrift shop. 2. Ask Olivia to play in the band, but find out her trombone is broken. 3. Offer to help Olivia fix her trombone if she'll play in the concert. 4. Get Olivia's trombone fixed and return it to her. 5. Borrow a bike from the thrift shop for Louis.	Students can exchange information about something they have learned.  Students can discuss and solve problems in uncomplicated situations.	If students are having trouble, remind them to check their Action Words and their Items. They may be stuck because they have forgotten a task.
<b>Extension Activities</b>  <b>a. Jazz.</b> Play some jazz music for students. You can find some at <a href="#">Rhythm Road: American Music Abroad</a> . Ask for reactions to the music, and write student responses on the board. Students might suggest "cool," "soft," "American." Single words are fine, and no word is wrong.  <b>b. Picture it.</b> Show students pictures of New Orleans, Louisiana. There are a few sample photos at the end of this chapter. Students can write a paragraph describing the city.		

Below is how students can earn the most points in the *Convince Olivia to Play* task:

Trace's comment or action (student chooses)	Olivia's response	Points
Hi, I'm Trace. I'm a friend of Andre.	Hi, Trace. I'm Olivia.	3
Would you play in the band again?	I don't know. I guess when my trombone broke, I lost the feel for it.	3
Andre would really like you to play in the band.	That's nice, but I don't know if I want to.	2
<b><i>If Trace has not talked with Louis yet</i></b>		
Maybe I could get your trombone fixed.	That's a start.	
I'll find someone to fix your trombone.	That sounds good. Here's my trombone.	3

Thanks, Olivia! I'll bring back the trombone when it's fixed.	Okay. I think I WILL play again!	3
Bye, Olivia. I'll be back soon.	Bye, Trace. See you soon.	0
<i>After Trace talks with Louis he returns to talk with Olivia</i>		
Louis fixed your trombone!	Wonderful!	3
Action: Give + Trombone	Thanks so much, Trace!	25
Do you sell bikes here?	We just have this old bike now.	1
Your trombone works now. Will you lend the bike to Louis?	Yes, certainly! Here you go.	3
Thank you again!	All right.	0
Okay, see you later. I'm off!	Thanks for your help, Trace. Bye!	1

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***If Trace talked to Louis first***

Maybe Louis can fix your trombone. Then could he borrow that bike?	That sounds good to me! Here you go!	3
Thanks, Olivia! I'll bring back the trombone when it's fixed.	OK. I think I WILL play again!	0
Bye, Olivia. I'll be back soon.	Bye, Trace. See you soon!	0
<i>After Trace talks with Louis he returns to talk with Olivia</i>		
Louis fixed your trombone!	Wonderful!	3
Action: Give + Trombone	Thanks so much, Trace!	25
Thank you again!	All right.	0
Okay, see you later. I'm off!	Thanks for your help, Trace. Bye!	1

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### Task 4: Find and convince Louis to play in the concert – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Louis by the boat. 2. Find out why Louis is not in the band. 3. Persuade Louis to fix Olivia's trombone if she will let him borrow a bike. 4. Get Olivia's trombone fixed. 5. Give Louis the bike from the thrift shop.	Students can understand some short, simple messages and announcements on familiar topics.  Students can understand the main idea and some details of what they hear in short conversations.  Students can discuss familiar topics in other subject areas.	If students are stuck, suggest that they try different Action Words. They may be using "Give" when they need "Lend."
<b>Extension Activities</b>  <b>a. Thrift Shop.</b> People donate items that they no longer use to a thrift shop. For example, Trace finds a bike. Some people do not mind using items or wearing clothes that have been previously owned. For others, the idea is unpleasant. Give students a list of secondhand items they might find at a thrift store: bike, necktie, dress or pants, coat, earrings, knives and forks, undergarment, socks, soft toy (stuffed animal), book, toothbrush, coffee mug. Students should sort these into two sets: those they would avoid because they have been used by others, and those they would have no objection to buying. You may also make an in-between category, an "It depends" category. Make sure students explain their choices. Some interesting discussions will follow.		

Below is how students can earn the most points in the *Convince Louis to Play* task:

Trace's comment or action (student chooses)	Louis's response	Points
Hi! I'm Trace. I'm a friend of Andre.	Hey. I'm Louis. I know Andre.	3
Why did you leave the band?	I had an accident. I couldn't fix my bike, so I can't get to practice.	3
Could you fix the bike?	I can't. It's really broken.	3
Can I help you somehow?	I don't know. I need a ride.	3
<b><i>If Trace has not talked to Olivia first.</i></b>		
Maybe I can find a bike for you.	That's a good idea.	1
Thanks, Louis. I'll talk to you soon.	Okay, man. Bye, now.	1

*After Trace talks with Olivia, he returns to talk with Louis*

Here's the bike! Olivia lent it to you.	That's great, man.	1
Action: Loan + Bicycle	Thanks. This is great.	25
Olivia helped you. Will you help her?	I'll do what I can.	1
I have Olivia's trombone. It's broken. Can you fix it?	Maybe. It might take a while.	3
Action: Give + Trombone	Thanks.	0
I hope you can fix it. She wants to play it again.	Yes, I can fix it—just a minute. Here you go.	1
Bye, Louis. See you soon.	Later, man.	0

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***If Trace talks to Olivia first.***

There was a bike at the thrift shop. Maybe Olivia would lend it to you.	Wow—I hope so!	4
If Olivia lends you a bike, will you help her?	If she lends me a bike, I'll help her.	2
I have Olivia's trombone. It's broken. Could you fix it?	Maybe. It might take a while.	3
Action: Give + Trombone	Thanks.	0
I hope you can fix it. She wants to play it again.	Yes, I can fix it—just a minute... Here you go.	1
I'll bring the trombone to Olivia. I'll ask to borrow the bike.	Thanks so much. I want the band to play again!	4
Thanks, Louis. See you.	Later, man.	3

*After Trace talks with Olivia, he returns to talk with Louis*

Olivia is very happy about her trombone. Here's the bike. She's lending it to you.	Wonderful!	3
Action: Lend + Bike	Thanks. This is great!	25
It's a deal! I'll tell Andre you both can play.	That's great!	2
Thanks, Louis. See you!	Later, man.	3

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### Task 5: Find and convince Michael to play in the concert

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Michael in the coffee shop.  2. Ask him why he quit Andre's band.  3. Ask him if they should ask Natalie, Michael's boss, for time off.	Students can ask simple questions and give simple responses on familiar topics using words, phrases, and memorized expressions.  Students can have a simple conversation on a limited number of familiar topics: hobbies and interests, school, or work.	Rather than give students solutions when they have a problem, point them to the Dialogue History ("C"), where they can review all that has been said.
<b>Extension Activities</b>  <b>a. "Getting a Band Together."</b> Put them in groups of three to five students. They will create a band. Together they must agree on these three things: 1. the band's name; 2. what instrument each person will play (no real knowledge of the instrument is required); and 3. the names of the band's three most popular songs. If you have some students who enjoy drama or music, they may even perform a chorus of one of these songs.		

Below is how students can earn the most points in the *Convince Michael to Play* task:

Trace's comment or action (student chooses)	Michael's response	Points
Hi, I'm Trace. I'm a friend of Andre.	Hello. I'm Michael.	3
Why did you leave the band?	I had to work. I couldn't get time off.	2
It's to help the school. Let's ask your boss.	It might work. Let's give it a try.	3

## Task 6: Convince Natalie to allow Michael to play in the concert

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Convince Natalie to let Michael have time off.	Students can explain a problem using phrases and simple sentences.	Natalie might be difficult to convince. Allow students to keep trying.
<b>Extension Activities</b> <b>a. Pack Your Bags.</b> If you were going on a bus trip, just like Trace does, what would you pack if you were going to be gone for just a few days? Ask students to write down 5-15 items. Some examples: toothbrush, toothpaste, map, trombone (Why not? Music is important to some people.), or books.		

Below is how students can earn the most points in the *Convince Natalie* task:

Trace's comment or action (student chooses)	Natalie's response	Points
Hi, I'm Trace. I'm a friend of Michael's.	Hi, Trace. Nice to meet you.	1
We're trying to get a band together.	Why do you want to do that?	0
We need to have a concert to raise money.	Why do you want to raise money?	0
We're going to help kids learn to play music.	How will you do that?	2
We will hold a concert and give the money to LaMothe Elementary School.	I went to LaMothe! They can't pay for the music program anymore!	2
Yes. We'll raise money for the school.	That's a good idea! And how do I know your band is any good?	2
Please come listen to Andre. He's playing for the kids in the park.	OK, it's a deal. Michael, you stay here and mind the shop.	3
<i>Trace and Natalie go to listen to Andre play music in the park</i>		
Do you see what I mean? Andre is really good!	I agree. This is wonderful. You could give the concert in my coffee house!	3
Thanks, Natalie. You're the best.	Okay. I'd better get back to work. Bye for now!	0

## Task 7: Report back to Andre

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Tell Andre that the band will play together.  2. Tell Andre where the concert will be.	Students can understand short conversations or descriptions.  Students can exchange information about what they learned.	Students who finish ahead of others can play the Language Practice Activities. Both of these can be accessed on the "Great Job!" screen at the end of the chapter.
<b>Extension Activities</b>  <b>a. There is Music!</b> At the end of Chapter Three, the time machine reports: "There is music taught in all the schools. Art is flourishing everywhere." Let students discuss whether or not they think that music and art should be taught in their schools. Should there be more or less? Are math, science, business, physical education and English more or less important? Why?  <b>b. Community Service.</b> Trace helps the community by getting Andre's band together in support of bring music back into the school system. There are many ways people are involved in community services. You can plant trees or flowers. You can pick up litter. You can set up a recycling program. You can collect food or clothing to give to less fortunate people. Which of these would most benefit your community?		

Below is how students can earn the most points in the *Report Back to Andre* task:

Trace's comment or action (student chooses)	Andre's response	Points
Andre, good news!	What is it?	1
Louis, Olivia, and Michael will all play with you. I can play drums.	That's good, but where will we play?	3
I talked to Michael's boss. We can use the coffee shop for a concert tonight.	Terrific! Let's go practice.	3

### Final Chapter Three Video

In the final video for Chapter Three, Trace, Andre, and their band hold the benefit concert. Jasmine shows up unexpectedly to play drums, so Trace does not have to play. Trace discovers that his mission was successful—after he works to save music in LaMothe Elementary School, schools all over the United States teach music.

## Completing Chapter Three

Congratulations! You have completed Chapter Three. Students will see a screen similar to the following:



From the screen, students can:

- See their chapter scores;
- Review Trace's activities;
- See what is next in the game;
- Go to the Language Practice Activities;
- Download the graphic novel of Chapter Three;
- Play Chapter Three again; and
- Print a Level Complete Certificate for Chapter Three.

**Now that students have completed Chapter Three**

1. Have students complete the following exercises in the Language Practice section of Trace Effects. Students can increase their points total by doing the Language Practice activities.

Chapter Three	Saving Music in New Orleans	Skills
<b>Exercise 1</b>	Multiple choice sentence completion of the song “Good Morning New Orleans” by Kermit Ruffins: Students practice prepositions, verbs, nouns, and determiners	Listening Reading
<b>Exercise 2</b>	Matching verbs and linking words sentence completion: Students practice conjunctions, prepositional phrases, and transition words	Vocabulary Reading
<b>Exercise 3</b>	Fill in the blank conjunction exercise: Students practice using the conjunctions “so,” “but,” or “because”	Reading Writing
<b>Exercise 4</b>	Sentence completion listening activity: Students practice verbs, nouns, and pronouns	Listening Writing

2. Since New Orleans is the birthplace of jazz, conclude this chapter with activities based on songs. Students can do a presentation about their favorite American music or do a presentation about any musical instruments they play.

3. Have the students read the Chapter Three graphic novel to remind them of the story line, new words, and new grammar points.

4. Students might also write their own comic in groups. For more information on comics and graphic stories, see “Student Storytelling Through Sequential Art” in the Forum Articles folder on this DVD.

## Congratulations on Completing Chapter Three!

## Pictures of New Orleans

### *The French Quarter, or old part of town*



### *The Mississippi River*



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## Script for Chapter Three

Following is the complete script for your reference. Please do NOT share this script with students. It is for teachers to use if needed.

Character	Line
Band Leader	Okay, everybody, listen up! We practice right now! Let's go!
Kit	Okay, Trace. I have to go to practice. You find Andre and meet us later.
Eddie	Trace, will you be okay?
Trace	Sure. I'll be fine. I think.
Band	Okay! Let's go! Yeah!
Trace	Hi, I'm Trace.
Andre	Hi, I'm Andre. Nice to meet you.
Trace	Why is the music sad?
Andre	I'm sad. They're going to stop teaching music in school.
Trace	Can you teach music?
Andre	I can't teach everyone by myself.
Trace	Can anyone help you?
Andre	I can't do it by myself. I need my band.
Trace	Why don't you have a band now?
Andre	Everyone has problems.
Trace	Can I help you get the band together? You could do a concert!
Andre	You can talk to the musicians. See if they want to play together.
Trace	Who is in the band?
Andre	Michael, the bass player; Olivia, the trombone player; and Louis, the trumpet player. Our drummer moved away.
Trace	Okay—Michael, Olivia, and Louis.

Character	Line
Andre	And we're missing a drummer.
Trace	I play drums!
Andre	That's great! I need a drummer.
Trace	Where can I find the musicians?
Andre	They work around here, mostly. Louis, the trumpet player, fixes boats. Olivia is downtown. Michael works in a coffee house near here.
Trace	So Louis is on a boat, Olivia is downtown, and Michael is nearby.
Andre	Right!
Trace	I hope I find them. Bye!
Andre	Don't worry! You will!
Trace	Hi, I'm Trace. I'm a friend of Andre.
Michael	Hello. I'm Michael.
Trace	Would you like to play in the band again?
Michael	Yeah, I would, but I can't. I have to work.
Trace	It's to help the school. Let's ask your boss.
Michael	It might work. Let's give it a try.
Trace	Hi, I'm Trace. I'm a friend of Michael's.
Natalie	Hi, Trace. Nice to meet you.
Trace	We are going to support LaMothe Elementary School with a concert.
Natalie	I went to LaMothe! They can't pay for the music program anymore!
Trace	Yes. We'll raise money for the school.
Natalie	That's a good idea! And how do I know your band is any good?
Trace	Please come listen to Andre. He's playing for the kids in the park.
Natalie	Okay, it's a deal. Michael, you stay here and mind the shop.

Character	Line
Trace	Isn't Andre terrific?
Natalie	I agree. This is wonderful. You could give the concert in my coffee house!
Trace	Thanks so much, Natalie. Now I have to find Louis and Olivia.
Natalie	Okay. I'd better get back to work. Bye for now!
Trace	Hi, I'm Trace. I'm a friend of Andre.
Olivia	Hi, Trace. I'm Olivia.
Trace	Would you play in the band again?
Olivia	I don't know. I guess when my trombone broke, I lost the feel for it.
Trace	If I got your trombone fixed, would you play?
Olivia	Maybe I would. I'd have to see how I'd feel.
Trace	I'll find someone to fix your trombone.
Olivia	That sounds good. Here's my trombone.
Trace	Thanks, Olivia! I'll bring back the trombone when it's fixed.
Olivia	Okay. I think I WILL play again!
Trace	Bye, Olivia.
Olivia	Bye, Trace. See you soon.
Trace	Hi, I'm Trace. I'm a friend of Andre.
Louis	Hey. I'm Louis. I know Andre.
Trace	Would you like to play in the band again?
Louis	Yeah, I would, but I can't. I don't have wheels. I had an accident. I couldn't fix my bike, so I can't get to practice.
Trace	Can I help you somehow?
Louis	I don't know. I need a ride.
Trace	There was a bike at the thrift shop. Maybe Olivia would lend it to you.

Character	Line
Louis	Wow—I hope so!
Trace	If Olivia lends you a bike, will you help her?
Louis	If she lends me a bike, I'll help her.
Trace	Olivia's trombone is broken. Can you fix it?
Louis	Maybe. Let me see it.
Trace (action)	Give the Trombone
Louis	Thanks.
Trace	I hope you can fix it. She wants to play it again.
Louis	Yes, I can fix it—just a minute...Here you go.
Trace	I'll take the trombone back to Olivia. I think she'll be happy!
Louis	Don't forget to ask about the bike!
Trace	Thanks, Louis. See you!
Louis	Later, man.
Trace	Louis fixed your trombone!
Olivia	Wonderful!
Trace (action)	Give the Trombone
Olivia	Thanks so much, Trace!
Trace	Louis fixed your trombone. Will you lend him that bike?
Olivia	Yes, sure!
Trace	Thank you again.
Olivia	All right!
Trace	I've got to run. Bye, Olivia.
Olivia	Thanks for your help, Trace. Bye!

Character	Line
Trace	Olivia is very happy about her trombone. Here's the bike. She's lending it to you.
Louis	Wonderful!
Trace (action)	Loan the Bike
Louis	Thanks. This is great!
Trace	Thanks, Louis. See you!
Louis	Later, man.
Trace	Louis, Olivia, and Michael will all play with you. I can play drums.
Andre	That's good, but where will we play?
Trace	I talked to Michael's boss. We can use the coffee shop for a concert tonight.
Andre	Terrific! Let's go practice!
Andre	Okay, guys. This is it. Trace is going to play with us. Are you ready, Trace?
Trace	Sure. I can do it!
Andre	I know you'll do your best.
Jasmine	Hi guys! You didn't think you could do this without me!!
Olivia	Wow! It's great to see you, Jas!
Andre	I guess you're off the hook, Trace. Do you mind if Jasmine plays?
Trace	I don't mind. The band should be together.
Jasmine	That's great of you, Trace.
Andre	Well, let's go guys. Our fans await!
Kit	Hello, Professor Peterson. We finished the concert. It was a big success!!
Professor Peterson	That's great, Kit. Trace has succeeded! The time machine reports there is music taught in all the schools. Art is flourishing everywhere.
Kit	What do we do now?

Character	Line
Professor Peterson	Come back to the university as soon as possible. There's another assignment for Trace! It's really important!
Kit	Okay! We're heading for the band bus right now!
Time Machine	Trace has done it! Music...taught in school. Music...flourishing everywhere! People...much happier...satisfied...with life! ...next mission...find George Runningwater...Grand Canyon!
Professor Peterson	Trace, you have to go to Arizona at once. The environment will be affected. This is important!
Trace	How will I get there?
Eddie	You know, the Green Club is taking a field trip to the Grand Canyon.
Trace	Will they take me?
Kit	I wonder...
Trace	Oh, please...
Kit	Let's go for it! The bus leaves tonight. Pack your bags. We're going to Arizona.

## Links for Chapter Three

### [Sing Out Loud—Traditional Songs](#)

Traditional popular traditional songs and lyrics available for download, produced by the Office of English Language Programs.

### [Sing Out Loud—Children’s Songs](#)

Popular American children’s songs and lyrics available for download, produced by the Office of English Language Programs.

### [Smithsonian Folkways](#)

Learn about American folk music through Smithsonian Museum’s Folkways website.

### [PBS Jazz: Meet a Jazz Musician](#)

Learn about American Jazz, meet jazz musicians, and discover history when you visit this site.

### [Rhythm Road: American Music Abroad](#)

Watch videos of American musicians touring abroad through U.S. Department of State programs. Have they visited your country recently?

### [American Popular Music E-Journal](#)

Read this e-journal to learn more about American jazz, swing, musicals, rhythm and blues, country, rock and roll, music technology, and hip hop.

### [National Institutes of Health Song Page](#)

Play music games here and listen to children’s songs, American favorites, patriotic tunes, popular movie themes, musicals, and holiday music.

### [America’s Story: Louisiana](#)

Learn about Louisiana here.

### [Musical Instruments at the Library of Congress](#)

Learn about musical instruments by looking at photos and watching videos.

### [Fun with Music](#)

Learn about strings, woodwinds, brass, and percussion here.