

Teacher: 8th gr. SS

Date: TBD

Unit: Civil Rights Movement

States Standards:

S1C9-PO96: Describe (analyze) the importance of the following civil rights issues and events:

- a. Jim Crow Laws
- b. NAACP
- c. MLK
- d. non-violent protests (bus boycotts, sit-ins, freedom rides, marches)
- e. desegregation (segregate/integrate)

S1C9-PO96: Describe (analyze) the importance of the following civil rights issues and events:

- a. non-violent protests (bus boycotts, sit-ins, freedom rides, marches)
- b. desegregation (segregate/integrate)

S3C3-PO7: Summarize and compare the significance of the following Supreme Court cases:

- a. Brown v. Board of Education

Common Core:

CCR. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (stanza) relate to each other and the whole.

6-8. RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8. RH.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CCR.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Topic: Music as a Cultural Mirror

L.o.T.: Create

Assessment: Day 1: Thinking Map – Double Bubble

Day 2: Student created songs

Essential Vocabulary:

- Cultural Mirror

Lesson Structure (How to get there)/ Materials:

Day 1

- **Review Prior Learning/Historical Context**
 - Review the different types of non-violent protest in 1963.
 - “1963 Events”- PowerPoint (5 min.)
 - “1963: By the Numbers”
 - March on Washington & I Have a Dream Speech – 1963
 - 1964 Civil Rights Act
- **New Learning**
 - Read over and discuss background of the artists (“Cast of characters”).
 - Have students read background to the Civil Rights Era Songs. (npr stories)
<http://www.npr.org/news/specials/march40th/people.html>
<http://www.npr.org/templates/story/story.php?storyId=17267529>
<http://www.npr.org/templates/story/story.php?storyId=1369740>
<http://www.npr.org/2000/10/21/1112840/blowin-in-the-wind>
 - Analyze and compare lyrics from two songs.
 - One from the Civil Rights Era: Bob Dylan “Blowin’ in the Wind”-1964, Sam Cooke “A Change is Gonna Come”-1964, & Curtis Mayfield “People Get Ready” – 1965.
 - One from Contemporary Times: Nas “Bridging the Gap.” 2004
 - Mark the Text: underling lyrics that relate to events of the time that tie in the point that music is a cultural mirror.
 - Summarizing in the margins = meanings of each stanza.
 - Assessment = Thinking Map: Double Bubble

Day 2

- **Applied Learning**
 - Students will create their own song about something they can relate to that mirrors their own culture OR to a current event (ex. Immigration, environment, gun control, education, etc.)
 - What matters to you?
 - Go back and analyze their own songs and discuss how they are mirrors of their own culture.
- **Assessment**
 - Day 1: Thinking Map – Double Bubble
 - Day 2: Student created songs

Examples/Visuals:

- Song lyrics
- Double bubble

Modeling:

- How to mark and write margin notes within a stanza

Questions (Higher Level)/Bringing the HOTness:

- How would you compare the ideas of Bob Dylan/Sam Cooke/Curtis Mayfield to your own lyrics/message?
- How would you rate Dylan, Cooke and Mayfield in writing a song with an effective message for change?
- What would you recommend that they add or take out of their lyrics to make their message more effective?
- How is the music of the 50s/60s era the same or different from today's music?
- If Dylan, Cooke or Mayfield were alive today, what issues would they be writing about and why?
- **How can music be an instrument of change? Sorry for the pun! 😊**
- **How can music be a cultural mirror, a reflection of the times?**

Notes/Reflection: