

Jazz from A to Z
Lesson Plan Template

Title of the Lesson:
Subject: Social Studies
Grade: 5

Common Core Standard for Reading, Writing *or* Speaking and Listening: SL5:1

Arizona Social Studies Standard: Strand 1, Concept 10, PO 1 and 2

Overview (*Brief description of lesson*): This lesson will give students background information about historical events in Birmingham, Alabama in 1963. It uses images and music from the time.

Essential Question(s): Why was 1963 an important year in Birmingham, Alabama?

Key Vocabulary: segregation, discrimination, confrontation, civil rights, violence

Lesson Objective(s): Today we live in racially integrated and less discriminatory world. That's a good thing, but my fifth grade students do not fully understand how we got here! The Civil Rights Movement was long before their time.

We will be reading a book, *The Watsons Go to Birmingham—1963* by Christopher Paul Curtis. This is a wonderful work of historical fiction that culminates with the church bombing in Birmingham.

The objective of this lesson is to provide students with a context for the events they will be learning about in the book. They will learn key vocabulary, use photographs as primary sources, and listen to the music of the time.

Procedure to Teach the Lesson:

- **Beginning (set)** Students, the setting of the book we will be reading is Birmingham, Alabama in 1963. What do you know about that place? What do you know about that time? The teacher and students can record and discuss responses and possibly locate Alabama on the map.
- **Middle** Play a recording of “*We Shall Overcome*”. What does that mean, to overcome? What are people trying to overcome? Any ideas? Record answers. Introduce vocabulary: segregation, discrimination, confrontation, civil rights, and violence. Use the PBS website American Experience: Eyes on the Prize as a

source for images and also for links to music—a fabulous site! Students can view and discuss the images and also listen to the music.

- **End (closure)** Let's go back to the first song we listened to: "We Shall Overcome". Did they overcome? Why do you think they sang that song? Did it help? What needs to be overcome today? Have students write new lyrics to the song and share with the class.

Assessment: The teacher can assess student understanding by checking student notes, observing classroom discussion, and listening to student versions of the song.

Sources of Information: www.pbs.org/wgbh/americanexperience/

Materials Needed: paper, pencil, laptop and presentation projector