

RCCR Lesson plan

Grade: 6	Subject: Protest Songs	Period:
Unit/Topic: Civil Rights in North Alabama		Date:
WHERE ARE WE GOING?		
STANDARD(S): Social Studies 6.10.1 Describe major changes in American lifestyles following world War II 6.13.2 Identify significant events occurring during the modern civil rights movement associated with major civil rights leaders 6.14.1 Describe cultural and economic changes throughout the United States from 1960 through the 1970s ELA RL.6.6 Identify the narrator's point of view and how it impacts the events in the text RI. 6.7 Use multiple forms of presentation in order to gather information (novels, graphic novels, videos, songs) RI.6.8 define arguments and claims RI.6.9 analyze multiple accounts of the same event or topic		KEY VOCABULARY: <ul style="list-style-type: none"> • segregation/desegregation • boycott <p>Suggested songs to include: "Say It Loud-I'm Black and I'm Proud" (James Brown) "Ain't Nobody Gonna Turn Me Around" (Freedon Singers) *"We Shall Not be Moved" Youtube has a video for this "A Change is Gonna Come" (Sam Cooke) "Strange Fruit" (Nina Simone or Billie Holiday) (mature topic, this is about lynching) *"Lift Every Voice and Sing" "We Shall Overcome"</p> <p>"I Can't Breathe" H.E.R (one usage of "shit") "The Bigger Picture (clean version)" Lil Baby "American Skin (41 shots)" Bruce Springsteen; cover by Mary J. Blige feat. Kendrick Lamar</p> <p>All available on YouTube, several with great videos of civil rights events.</p> <p>BACKGROUND: Civil rights events from the desegregation of the US military in 1948 to the signing of the Civil Rights Act in 1965</p>
LEARNING TARGET(S): I can listen to songs of protest and determine theme, point of view and impact of word choices		MATERIALS REQUIRED: <ul style="list-style-type: none"> • research materials • rolled paper, poster boards or computer printer • markers, glue, rulers
HOW WILL WE GET THERE?		

LEARNING ACTIVITIES:

Using the following suggested websites: www.rocketcitycivilrights.org and YouTube or song services like Spotify for research

- Teacher will introduce time period of major civil rights events in the United States and in North Alabama.
- Students will choose a song from the suggested list, look up the lyrics and write a response to it.
- Students' response will include the following information:
 - Title
 - Lyrics
 - Artist's name (if more than one, choose one or list them all)
 - Is the song tied to a specific event? Name it.
- Student will create an illustration of a line or a stanza of the song.
- Students will write a 2-3 sentence personal response that includes whether s/he had ever heard the song, what it makes them feel and how it compares to songs used in present day protests.

DIFFERENTIATION: Have on hand printed copies of the songs' lyrics. Choose only one song as a class and discuss it together (including unfamiliar vocabulary, themes, and background on the song or singer) before creating individual responses.

REMEDIATION:.

ENRICHMENT:

ASSESSMENT (Formative and Summative)