Music & the Movement

Lesson Overview

Suggested Grade Levels	Grades 5–12
Time Required for the Lesson	Three one-day lessons plus one summative assessment

Alignments

Center for Civic Education

We the People: The Citizen & the Constitution

- Unit 5, Lesson 29: How Does the First Amendment Protect Free Expression (Level 3)
- Unit 6, Lesson 35: How Have Civil Rights Movements Resulted in Fundamental Political and Social Change in the United States? (Level 3)
- Unit 5, Lesson 25: How Has the Right to Vote Expanded Since the Constitution Was Adopted? (Level 2)

College, Career, and Civic Life (C3) Framework

- D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.
- D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

Civic Skills & Dispositions

- Active learning
- Attentiveness to political matters
- Collaboration
- Critical thinking
- Empathy
- Incorporating evidence
- Listening

Social-Emotional Learning (SEL) Focus

Students will develop their social awareness by

- expressing empathy for those subject to racial injustice,
- demonstrating a respect for others and an appreciation for diversity found in music of protest movements, and
- reflecting on new learning by completing the Inquiry Reflection Tool.

Lesson Overview

Alignments (continued)

Educating for American Democracy Roadmap

Theme 5, Institutional & Social Transformation - A Series of Refoundings?

- Analyze why and how communities change and the causes and consequences of conflict.
- Examine people's role in social and institutional transformation

Common Core Standards for Literacy in Social Studies

- CCSS.ELA-LITERACY.RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- CCSS.ELA-LITERACY.RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text
- CCSS.ELA-LITERACY.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Lesson Objectives

- Analyze the impact music has on protest movements.
- Explore the historical significance of music on the Black community.
- Reflect on music's impact on the civil rights movement.
- Create an original protest song incorporating the elements found in established protest songs.

Lesson Assessments

- Students demonstrate their understanding of the importance of music in the Black community by completing a Roots of Music Quilt Square.
- Students will reflect on music's impact on the civil rights movement by completing a Songs of Freedom Analyzer.
- Students will analyze the impact music has on protest movements by completing a Protest Movements poster.
- Students will illustrate the impact of music on protest movements by creating an original protest song incorporating the elements found in established protest songs.

- Teachers may assess by using the Music and the Movement Assessment Rubric.
- Students will participate in self-reflection by completing the Inquiry Reflection Tool.

Pre-Lesson Preparation

Compelling Question

Can music make the movement?

Supporting Questions

- How is music historically rooted in the Black community?
- How did music unite and uplift the civil rights movement?
- How does music continue to influence protest movements?

Texts / Materials

Day 1

- This Land Is Your Land (Video)
- The Black Church (Video)
- Roots of Music (Slides)
- Tracing the Roots of Music (Organizer)
- Roots of Music Quilt Square

Day 2

- The Civil Rights Movement (Video)
- MLK Songs Quote
- Song 1: "We Shall Overcome"
- Song 2: "Blowin' In the Wind"
- Song 3: "A Change is Gonna Come"
- Songs of Freedom Analyzer (Slides; opens a copy)
- Score the Song (Opens a copy)

Day 3

- The Black Eyed Peas - Where Is The Love? (Video)
- Lyrics: "Where is the Love?"
- The Right to Peaceably Assemble (Video)
- Protest Movements: Songs (Slides)
- Protest Movements Organizer (Opens a copy)
- Inquiry Reflection Tool

Vocabulary

- **civil disobedience** The refusal to comply with certain laws or to pay taxes and fines as a peaceful form of political protest.
- **desegregation** The process of ending the separation of different racial, religious, or cultural groups.
- **Jim Crow era** A time in which state and local laws legalized racial segregation. These laws existed mostly in the South from the 1890s to the 1960s, preventing African Americans from voting and requiring the segregation of schools, restrooms, restaurants, and many other places.
- **protest movement** A group of people who demonstrate their shared beliefs and ideas through marches, sit-ins, parades, and other acts of civil disobedience.
- **racial integration** The process of ending racism.
- **racism** The belief that people who belong to certain races are naturally inferior to others.
- **segregation** Keeping people apart, generally as a form of discrimination based on race, religion, gender, or culture.
- **systematic racism** When racism is embedded into laws, practices, and policies that result in unfair treatment and oppression of one race.

Pre-Lesson Preparation

Educator Background

Many students' exposure to the civil rights movement is often limited to Dr. Martin Luther King Jr. or Rosa Parks. Many are not fully aware of the enormity of all the civil rights movement encompasses. Although our nation recognizes February as Black History Month, it is critical that educators elevate the obstacles faced and achievements accomplished by the many players of the civil rights movement throughout the academic year. Exploring the connection music has had on American protest movements allows students to understand the power of our First Amendment rights to expression and assembly and to petition the government.

This lesson is designed to lift up the ongoing struggle for civil rights and allow educators to honor diversity and explore the values of equality and justice. Providing students the opportunity to investigate protest movements and songs helps them to understand the power of taking informed action.

When educators provide high-quality primary-source material and opportunities for students agency, they can begin to dismantle misconceptions and preconceived notions. Empowering students to conduct investigations, analyze evidence, and make claims based on their research elevates learning and critical-thinking skills.

Educators can find additional background-support resources as follows:

- In Defense of Civil Disobedience: Civil Disobedience, Part 3, 60-Second Civics (Video)
- Civil Rights Movements and Assembly, 60-Second Civics (Video)
- Songs of the Civil Rights Movement, NPR
- The Superpower of Singing: Music and the Struggle Against Slavery, U.S. National Park Service
- Spirituals: About the Genre, Ballad of America
- *Slave Songs of the United States* (Book)

This lesson contains material about slavery, racism, segregation, inequality, poverty, terrorism, and war that some students might find offensive or potentially traumatizing. This material has been included in order to provide students with knowledge of the efforts and methods of civil rights campaigners and protest movements, as well as historical knowledge of the civil right movement and other American protest movements. A culturally responsive classroom will provide a welcoming and safe environment where students feel comfortable discussing difficult topics. Ensure students feel comfortable sharing appropriate personal perspectives. Consider establishing classroom norms that encourage discussion. Educators can model empathy by actively demonstrating kindness, actively listening to all students' perspectives, addressing conflicts respectfully, acknowledging different viewpoints, and showing compassion toward others.

Educators should preview all student materials and resources prior to the lesson.

Lesson Plan: Day 1

Engage: Activate Prior Knowledge

1. Greet students upon entry into the classroom and welcome them to social studies.
2. Facilitate a discussion of student music-listening habits by asking the following questions and capturing student responses on an anchor chart:
    - When do you listen to music?
    - Why do you listen to music?
    - How does music impact your behavior, emotions, or actions?
3. Tell students that in a moment they will listen to a song. While they listen, close their eyes and envision what the song lyrics describe.
4. Play "This Land is Your Land" and provide access to "This Land Is Your Land" by Woody Guthrie for lyrics.
5. Inquire if any students are familiar with this song.
6. Tell students that music can often evoke images or feelings for the listener.
7. Provide students with a blank sheet of plain paper, and ask them to draw the images the song brings to mind (e.g., *redwood forest*).
8. Allow students to share their images, and allow them to share what they think is the meaning of this song.
9. Tell the students that some people feel this song should replace the "Star-Spangled Banner" as our national anthem. Take an informal class poll allowing students to vote on this idea.
10. Share with students that while this song is seen as patriotic, the song writer actually wrote it as a protest song. A protest song is a song that expresses disapproval or dissent about a social or political issue. Protest songs can be folk, classical, or commercial in style. They are often part of a movement for social change.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Consider playing the song multiple times, as needed.
- Allow sufficient wait time for students to formulate answers.
- Consider allowing students trio time to formulate answers.
- Display the definition of a protest song, if needed.
- Students could annotate the song lyrics to support comprehension.
- Consider asking student volunteers to rephrase the compelling question, if needed.

Multilingual Learners (ML)

- Consider providing a translated copy of "This Land is Your Land" in students' native language.
- Compelling question could be translated or provided as an audio file, as needed.

Social-Emotional Learning (SEL)

- Self-Awareness
- Social Awareness

Civic Dispositions & Skills

- Listening
- Active learning

Extending Learning

- Have students reflect on how music impacts their lives. How does music make them feel? Do they turn to different music based on their mood or how they are feeling? Why might that be?

Lesson Plan: Day 1

11. Additional songs facts to share include the following:
    - The ideas for the song came out of the songwriter's experiences of traveling around America in the years of the Great Depression.
    - He witnessed extreme poverty and desperation for some compared to security and wealth for others.
    - The lyric, "This Land is Your Land, this land is my land," was written to point out that America belonged to all of its people, not just those in power or with wealth.
    - Another fun fact to share is that this song was sung at the 2008 inauguration of President Barack Obama.
12. Ask students if having this new knowledge about the songwriter's message changes how they feel about this song.
13. Tell students that we are beginning a new inquiry lesson today that will cover how music has impacted protest movements in our country.
14. Display and introduce the compelling question: "Can music make the movement?"
15. Encourage students to reflect upon this question and to explain its meaning and make predictions about possible movements this might include.

Explore: Guided/Open Inquiry

1. Tell students that in order to answer our larger compelling question, "Can music make the movement?," we will break it down into three subtopics with three supporting questions.
2. Display today's supporting question, "How is music historically rooted in the Black community?"
3. Using the image of a tree with an exposed root system as a metaphor, explain the concept of what *rooted* means.
4. Provide time for students to consider this question, and allow students to generate their own supporting questions.
5. Ask students what types of activities or interactions would keep someone rooted to their communities or families.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Ask a student to rephrase the supporting question for the class.
- Allow sufficient wait time for students to formulate a response.
- Consider allowing students trio time to formulate answers.

Social-Emotional Learning (SEL)

- Social awareness

Civic Dispositions & Skills

- Active learning

Lesson Plan: Day 1

Explain: Discuss and Share

1. Play *The Black Church* (video) for students.
2. Tell students to be on the lookout as they watch for examples of how the Black church played a fundamental role in the Black community.
3. Play the video a second time to ensure comprehension as needed.
4. After viewing the video, facilitate a discussion about the role of the Black church as well as its connection to protest music by asking the following questions:
    - How did the Black church become an important part of African American culture?
    - In what ways did the Black church mobilize African American communities for political and social actions?
    - What role did spirituals play in the protest movement?

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Ask a student to rephrase the purpose for watching the video, as needed.
- Utilize closed captioning when viewing video or access the Show Transcript feature (when viewing through YouTube platform), if needed.

Multilingual Learners (ML)

- Explore subtitle options to change language when viewing video through YouTube.

Social-Emotional Learning (SEL)

- Social Awareness

Civic Dispositions & Skills

- Listening
- Active learning
- Critical thinking

Extending Learning

- Have students explore this map. Ask them to consider these questions:
    - Where did most Black people live during the civil rights movement?
    - What is the importance of this?
    - How might this have impacted the role of the Black church?

Elaborate: Apply New Learning

1. Using your routine strategy for setting up groups, divide the class into small groups and assign students to one of the three groups.
2. Tell students that we will now explore how music is historically rooted in the Black community by conducting a primary-source investigation on the roots of music.
3. Share the Roots of Music slide deck, which includes nine exhibits for students to investigate. It is suggested that students be assigned three exhibits to investigate.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Suggested group assignments:
    - Group 1: Exhibits 1–3
    - Group 2: Exhibits 4–6
    - Group 3: Exhibits 7–9
- Consider employing a modified jigsaw activity where Group 1 student experts collaborate with Group 2, and Group 3 student experts to share evidence.
- Break down lesson vocabulary as needed.

Lesson Plan: Day 1

4. Students will utilize the Tracing the Roots of Music organizer to collect evidence as they conduct their investigation.
5. Preview the Tracing the Roots of Music organizer together to ensure students understand the purpose and expectations.
6. Direct students to take their time to examine each slide in their assigned exhibits investigation. Students should explore links provided as well as read source descriptions below each slide.
7. Encourage students to address the discussion questions for each exhibit with their group partners.
8. Provide students with ample time to explore their assigned exhibits investigation. Note that each slide deck includes video/audio clips, so student headphone use is ideal.
9. Encourage students to collaborate with other students assigned to their topic as they conduct their investigations.
10. Circulate the room encouraging each group, observing progress, and redirecting as needed.
11. Return the class to a full-group format to briefly discuss commonalities among the exhibits and how each made an impact on music within the Black community. Possible discussion questions include the following:
    - What did you notice about the songs or images?
    - Can you identify any similarities?
    - What role did music play in the exhibits shared?
    - Which exhibits offered a call to unity? How?
    - What examples of protest or resistance did you hear or see? What makes you say that?

- The Tracing the Roots of Music organizer may be presented as an electronic copy or hard copy depending on students' needs and preferences.
- Teacher may wish to model how to conduct the primary-source investigation with one of the exhibits.
- Utilize closed captioning when viewing videos or access the Show Transcript feature (when viewing through YouTube platform) if needed.
- Consider allowing students to utilize a speak-to-type feature to record their answers on the graphic organizer.
- Utilize a text reader function when needed.

Multilingual Learners (ML)

- Explore subtitle options to change language when viewing videos through YouTube.
- Consider allowing students to utilize speak-to-text technology to record answers to the graphic organizer.

Social-Emotional Learning (SEL)

- Social awareness
- Responsible decision-making

Civic Dispositions & Skills

- Active learning
- Collaboration
- Empathy
- Listening
- Primary-source analysis

Extending Learning

- Students can practice decoding skills by annotating the lyrics to "Swing Low, Sweet Chariot" and highlighting references to seeking freedom.

Lesson Plan: Day 1

Evaluate: Assess and Authentically Engage

1. Congratulate the young scholars on conducting today's investigation.
2. Revisit today's supporting question, "How is music historically rooted in the Black community?"
3. Students will complete a Roots of Music Quilt Square (opens a copy) to answer today's supporting question.
4. If time allows, students may enhance their quilt square with color or other designs.
5. Hang the squares to create a class quilt that illustrates how music is historically rooted in the Black community.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Teacher may wish to provide some starter ideas to prompt student responses. Sentence starters may include the following:
  - Music is historically rooted in the Black community through ...
  - Examples of where I see/hear music rooted in the Black community include ...
- Teachers can elaborate on the idea of coded Underground Railroad messages found in quilts by sharing Quilt Codes of the Underground Railroad.

Multilingual Learners (ML)

- Consider allowing students to utilize a speech-to-type feature to record their answers on the assessment tool.
- Alternatively, responses to quilt activity could be captured by audio, video, or illustration.

Social-Emotional Learning (SEL)

- Self-awareness
- Self-reflection
- Social awareness

Civic Dispositions & Skills

- Active Learning
- Empathy
- Real-world application

Lesson Plan: Day 2

Engage: Activate Prior Knowledge

1. Greet students upon entry to the classroom and welcome them to social studies.
2. In their social studies notebook, ask students to write down their favorite song, and list three reasons why they selected that song.
3. Provide time for students to share responses about their reasoning. Consider capturing answers on an anchor chart. Prompt students with possible reasons, which might include the following:
    - The song has been played at a significant event in their lives.
    - The song has been a part of their school or worship experience.
    - The song is a favorite of their parent or extended family member.
    - They relate to the words (lyrics).
    - They relate to the music (melody, instrumentation).
    - The song makes them happy.
4. Tell students that music can have a powerful effect. Research shows that across cultures, music can bring about a series of emotions, including joy, amusement, beauty, fear, relaxation, or feeling energized.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Consider playing an audio only clip to illustrate how music can be energizing and uplifting. Suggestions include the following:
    - Floor Performance | 2022 HBCU Culture Battle of The Bands | Alabama State University (starting at the five-minute mark)
    - Vivaldi, The Four Seasons, Spring (La Primavera), 1st movement

Multilingual Learners (ML)

- Provide visual aids to illustrate emotions conjured by music.

Social-Emotional Learning (SEL)

- Self-awareness
- Self-regulation
- Relationship skills

Civic Dispositions & Skills

- Active learning
- Critical thinking

Extending Learning

- Share THE POWER OF MUSIC IN FILM - How music affects film. Discuss: How did different music impact the exact same scene? What does this show us about the impact of music?

Lesson Plan: Day 2

Explore: Guided/Open Inquiry

1. Display today's supporting question: "How did music unite and uplift the civil rights movement?"
2. Provide time for students to consider this question, and allow students to generate their own supporting questions.
3. Ask students to share what it means to unite people.
4. Ask students to name songs that unite Americans. Possible answers include the following:
    - "Star-Spangled Banner"
    - "God Bless America"
    - "This Land Is Your Land"
5. Ask students to share what it means to uplift people.
6. Ask students to name songs that might uplift people. Possible answers include:
    - "Ain't No Mountain High Enough" by Marvin Gaye and Tammi Terrell
    - "Lose Yourself" by Eminem
    - "I'm Still Standing" by Elton John
    - "Survivor" by Destiny's Child
    - "Good Vibrations" by The Beach Boys

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Ask a student to rephrase the supporting question for the class.
- Allow sufficient wait time for students to formulate a response.
- Consider allowing students trio time to formulate answers.

Multilingual Learners (ML)

- Consider seeking out other examples of songs in the native languages of your students.

Social-Emotional Learning (SEL)

- Self-management
- Social awareness

Civic Dispositions & Skills

- Attentiveness to political matters
- Listening

Explain: Discuss and Share

1. Play the video The Civil Rights Movement to provide a very brief explanation of the movement.
2. While students watch, they should listen for events that are considered a part of the civil rights movement.
3. Play the video a second time to ensure comprehension if needed.
4. Facilitate a brief discussion to define the civil rights movement in order to provide context for the next activity by asking the following questions:
    - Can you provide a definition of or timeframe for the civil rights movement?
    - What was its purpose?
    - Can you name some of its leaders?
    - Is the civil rights movement still happening today?
5. Share MLK Songs Quote, and ask students to interpret Dr. Martin Luther King's view on music and the movement.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Break down vocabulary as needed.
- Ask a student to rephrase the quote as needed.

Multilingual Learners (ML)

- Explore subtitle options to change the language when viewing video through YouTube.
- Translate the quote to languages needed.

Social-Emotional Learning (SEL)

- Social awareness
- Make constructive choices

Civic Dispositions & Skills

- Attentiveness to political matters
- Critical thinking
- Listening

Lesson Plan: Day 2

Elaborate: Apply New Learning

1. Using your routine strategy for setting up groups, divide the class into small groups and assign students to one of the three investigations.
2. Tell students that we will now explore the role that music played in the civil rights movement by conducting a primary-source investigation on songs of freedom. The three song investigations include the following:
    - "We Shall Overcome"
    - "Blowin' in the Wind"
    - "A Change Is Gonna Come"
3. Students will utilize the Songs of Freedom Analyzer to collect evidence as they conduct their investigation.
4. Preview the Songs of Freedom Analyzer together to ensure students understand the purpose and expectations.
5. Direct students to take their time to examine each slide in their assigned investigation. Students should explore the links provided as well as read the source descriptions below each slide.
6. Provide students with ample time to explore their assigned investigation. Note that each slide deck includes video/audio clips, so student headphone use is ideal.
7. Encourage students to collaborate with other students assigned to their topic as they conduct their investigations.
8. Students should complete one Songs of Freedom Analyzer for each song.
9. Circulate the room, encouraging each group, observing progress, and redirecting as needed.
10. Return the class to a full-group format to briefly discuss key messages and meaning in each of the investigations. Possible questions may include the following:
    - Were any of these songs already familiar to you? If so, where had you heard them?
    - What were the obstacles in the song "We Shall Overcome?"
    - What was the message of "Blowin' In the Wind"?
    - What type of change was Sam Cooke suggesting?

Culturally Responsive Supports

Universal Design for Learning (UDL)

- The Songs of Freedom Analyzer may be presented as an electronic copy or hard copy depending on students' needs and preferences.
- Teacher may wish to model how to conduct the primary-source investigation with one of the three songs.
- Utilize closed captioning when viewing videos or access the Show Transcript feature when viewing through YouTube platform if needed.
- Consider allowing students to utilize a speech-to-type feature to record their answers on the graphic organizer.
- Utilize a text-reader function when needed.

Multilingual Learners (ML)

- Explore subtitle options to change the language when viewing videos through YouTube.
- Teachers can provide translated copies of song lyrics.

Social-Emotional Learning (SEL)

- Social awareness
- Responsible decision-making

Civic Dispositions & Skills

- Attentiveness to political matters
- Collaboration
- Listening

Lesson Plan: Day 2

Evaluate: Assess and Authentically Engage

- Congratulate the young scholars on conducting today's investigation.
- Revisit today's supporting question: "How did music unite and uplift the civil rights movement?"
- Students will now use the Score the Song assessment tool to rate each song on its ability to unite and uplift the civil rights movement.
- Students should refer to their three completed Songs of Freedom Analyzers to guide their rating and nomination process.
- Facilitate a class discussion about how students evaluated each song. Prompt students to share their reasoning for which song they nominated.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Teacher may wish to model how to use the assessment tool or provide an example of how five-star ratings work for online purchases and such.
- Consider allowing students to utilize a speech-to-type feature to record their answers on the assessment tool.

Multilingual Learners (ML)

- Provide an example of how five-star ratings work for online purchases as a visual aid.

Social-Emotional Learning (SEL)

- Self-reflection
- Social awareness

Civic Dispositions & Skills

- Attentiveness to political matters
- Listening

Extended Learning

- Students may explore other songs from the civil rights movement to evaluate their ability to uplift and unite the movement, such as the following:
  - "Ain't Gonna Let Nobody Turn Me Around"
  - "Oh Freedom"
  - "We Shall Not Be Moved"

Lesson Plan: Day 3

Engage: Activate Prior Knowledge

1. Greet students upon entry to the classroom and welcome them to Social Studies.
2. Lead a brief discussion to review the elements that were present in the Civil Rights protest songs from the previous day's lesson. Examples might include:
    - call to unite people
    - uplifting lyrics or melody
    - messages about the movement
    - list of desired changes or outcomes
3. Provide students access to BLACK EYED PEAS - Where Is the Love? Lyrics and play the song: The Black Eyed Peas - Where Is The Love? (Official Music Video).
4. As students explore the song, ask them to listen for words and phrases that illustrate the song's message.
5. Ask students to list words/phrases that could relate to a protest movement. Themes present in the song include the following:
    - Racism
    - War
    - Pollution
    - Unity
    - Love
6. Ask students to make a prediction about the type of movement this song represents.
7. After discussing possible predictions, reveal to students that the songwriters were inspired by the tragic events of 9/11 in 2001 and the U.S. invasion of Iraq in 2003. Additionally, the songwriters reference racial injustice in the United States and the need for unity and religious tolerance in post-9/11 America.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Consider playing audio only on the first occasion, then share lyrics with students for the second round.
- Teacher should model how to annotate the song lyrics as needed. Consider a color-coding system (e.g., positive messages in green and negative messages in red).
- Display the list of topics for students to annotate.
- Provide historical context for the events of 9/11 as needed.

Multilingual Learners (ML)

- Explore subtitle options to change language when viewing video through YouTube.
- Provide lesson vocabulary translated into native language of students.

Social-Emotional Learning (SEL)

- Social awareness

Civic Dispositions & Skills

- Attentiveness to political matters
- Listening
- Real-world application

Lesson Plan: Day 3

Explore: Guided/Open Inquiry

1. Display today's supporting question: "How does music continue to influence protest movements?"
2. Provide time for students to consider this question, and allow students to generate their own supporting questions.
3. Ask students to provide examples of how music might still impact movements today.
4. Facilitate a brief discussion about protest movements and review lesson vocabulary as needed. Possible discussion questions include the following:
    - Why might people protest?
    - What might people protest?
    - How might people protest?

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Ask a student to rephrase the supporting question for the class.
- Allow sufficient wait time for students to formulate a response.
- Consider allowing students trio time to formulate answers.

Social-Emotional Learning (SEL)

- Social awareness
- Self-management

Civic Dispositions & Skills

- Attentiveness to political matters
- Listening

Explain: Discuss and Share

1. Display the First Amendment and ask for a volunteer to read aloud.

    Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.
2. Ask students to explain the right to assemble.
3. Play The Right to Peaceably Assemble video.
4. While students watch, they should listen for an explanation of the importance of our freedom of expression.
5. Ask students how this right is exercised by protesters of various movements. Possible examples include the March on Washington for Jobs and Freedom, Women's March, March for Science, or March for Our Lives.
6. Help students to draw the connection between the freedom of speech in protest songs and the freedom to assemble for protest movements.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Ask a student to rephrase the five freedoms.
- Allow sufficient wait time for students to formulate a response.
- Consider allowing students trio time to formulate answers.

Social-Emotional Learning (SEL)

- Social awareness

Multilingual Learners (ML)

- Provide a translated copy of the First Amendment in the native language of students.

Civic Dispositions & Skills

- Attentiveness to political matters
- Listening

Lesson Plan: Day 3

Elaborate: Apply New Learning

1. Using your routine strategy for setting up groups, divide the class into small groups and assign students to one of the five investigations, or allow students to self-select based on interest.
2. Tell students that we will now explore the role that music continues to play in modern-day protest movements by conducting a primary-source investigation of the songs included in the Protest Movements: Songs slide deck. The four protest-movement investigations are the following:
    - Civil Rights
    - Women's Rights
    - Tea Party Movement
    - Environmental Movement
    - Antiwar Movement
3. Students will utilize the Protest Movements Organizer (opens a copy) to collect evidence as they conduct their investigation.
4. Preview the Protest Movements Organizer together to ensure students understand the purpose and expectations.
5. Direct students to take their time to examine each slide in their assigned investigation. Students should read source descriptions below each slide.
6. Provide students with ample time to explore their assigned investigation. Note that each slide deck includes video/audio clips, so student headphone use is ideal.
7. Encourage students to collaborate with other students assigned to their topic as they conduct their investigations.
8. Circulate the room, encouraging each group, observing progress, and redirecting as needed.
9. Return the class to a full-group format to briefly discuss key elements in each of the investigations. Possible discussion questions include the following:
    - Did you notice a repeated theme among the songs in your category?
    - How were the songs similar? How were they different?
    - Were you familiar with any of the songs prior to this activity? If so, where have you heard it?
    - How did these songs make you feel? Explain.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- The Protest Movements Organizer may be presented as an electronic copy or hard copy depending on students' needs and preferences.
- Teacher may wish to model how to conduct the primary-source investigation with one of the protest movements.
- Utilize closed captioning when viewing videos or access the Show Transcript feature when viewing through YouTube platform if needed.
- Consider allowing students to utilize a speech-to-type feature to record their answers on the graphic organizer.
- Utilize a text-reader function when needed.

Multilingual Learners (ML)

- Explore subtitle options to change the language when viewing videos through YouTube.
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Social-Emotional Learning (SEL)

- Social awareness
- Relationship building

Civic Dispositions & Skills

- Attentiveness to political matters
- Collaboration
- Empathy
- Primary-source analysis

Extending Learning

- Students can investigate additional protest movements featured in the slide deck to compare and contrast the protest-movement songs.

Lesson Plan: Day 3

Evaluate: Assess and Authentically Engage

1. Congratulate the young scholars on conducting today's investigation.
2. Revisit today's supporting question: "How does music continue to influence protest movements?"
3. Students will collaborate to create their own protest song.
4. Ask students to select a protest movement to be the subject of their song.
5. Encourage students to consider the following elements as they craft their song:
    - Call to unite
    - Uplifting message and/or melody
    - Ability to establish mood and message
    - Powerful words to create images for the listener
    - Lyrics that state desired changes or outcomes of the movement
2. Consider holding a showcase or poetry reading allowing students to share their creations.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- A modified assessment may only require a set of lyrics instead of an entire song.
- A modified assessment may reflect students writing a new set of lyrics for one of the songs that they have investigated during this inquiry.
- Consider allowing students to utilize a speech-to-type feature to record their lyrics.
- Alternatively, students could respond to the question with an audio or video submission.

Multilingual Learners (ML)

- Allow students to craft the song in their native language and translate to English.

Social-Emotional Learning (SEL)

- Self-reflection
- Social awareness

Civic Dispositions & Skills

- Attentiveness to political matters
- Listening

Extending Learning

- Students with instrumental talents could be encouraged to accompany their song with music
- Students (or teacher) with multimedia talents could create a class compilation audio/video file of songs created.

Summative Assessment

Summative Assessment

- Congratulate the young scholars on conducting this inquiry investigation.
- Ask students, "Can music make the movement?"
- Facilitate a brief discussion about the question, asking the prompting questions:
  - Could the movement have survived without the music?
  - Did the music make the movement more successful?
  - How does music impact a movement?
- To answer the compelling question, students will record an audio podcast response, which will include their claim (answer to the compelling question) supported by evidence of at least three examples gathered from their investigations.
- Consider utilizing the Inquiry Reflection Tool as a means of student self-reflection.

Culturally Responsive Supports

Universal Design for Learning (UDL)

- Alternatively, students could submit written, video, or illustrated responses for the summative assessment.
- Consider allowing students to utilize a speech-to-type feature to record their answers if needed.

Social-Emotional Learning (SEL)

- Self-awareness
- Self-reflection

Civic Disposition & Skills

- Active learning
- Critical thinking
- Incorporation of evidence
- Real-world application

Extended Learning

- Students could create a multimedia presentation to answer the compelling question incorporating primary-source evidence collected during their investigations.