

LESSON PLAN: We Shall Overcome - Soundtrack for a Revolution

Title: We Shall Overcome - Soundtrack for a Revolution

Est. Time: 60-90 minutes

Grade Levels: 6th-12th

Standards:

National Core Arts Standards

Anchor Standard #6: Convey meaning through the presentation of artistic work.

Common Core Standards

CCSS.ELA-LITERACY.RI.6-12.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Objectives:

Students will analyze song lyrics and an informational text to identify effective techniques in creating social movement songs.

Materials:

- We Shall Overcome lyrics (*provided*)
- Main idea hashtag notes page (*provided*)
- We Shall Overcome text (*link provided below*)
- Blank paper

Description:

1. Pass out We Shall Overcome lyrics. Ask students what they observe about them. Ask students why they think this song was so effective at uniting and motivating people during the Civil Rights Movement.
2. *Purpose-Setting:* Explain to students that this song was sung thousands of times by thousands of different people. You will spend time today figuring out what made it such an effective social justice motivator. Students will then take these techniques and use them to create lyrics to their own song of social justice.
3. Start a brainstorm list on the board about effective techniques used in the song. (Ex. repetition makes it easy to learn, heavy use of the words like *free*, the lyrics fit with non-violent themes, etc.)
4. Have students read the text "The Inspiring Force of 'We Shall Overcome'" found at the link below.

<https://www.npr.org/2013/08/28/216482943/the-inspiring-force-of-we-shall-overcome>

5. Have students complete the Main Idea Hashtag Notes page as they read. While this is also mentioned in the directions on the page, hashtag notes are meant to describe the main idea of each paragraph, going beyond just mentioning a couple of keywords from the text.
6. Once students have read and completed the notes page, go back to the brainstorm list on the board. Ask *What else can we add now?* Ex's: the use of the word "we" brings people together, it preaches struggle but without fear, it talks about succeeding, etc.) Feel free to also ask, *What else is an effective strategy that We Shall Overcome DOESN'T use?* These ideas can also be added to the list.

7. Now, prompt students to decide on social issues they are passionate about. Have them write 1-3 stanzas of lyrics using as many of the techniques on the board as possible. Afterwards, students should write explanations of which techniques they used in their lyrics.

Extension:

Have students perform their songs. If courage is at a premium, a select few students can teach their songs to groups of 3-6 and the group can perform. Have audience members provide feedback about the effectiveness of the song after each performance.

Rubric

Student: _____

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<i>Common Core Standards CCSS.ELA-LITERACY. RI.6-12.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</i>	The student rarely identifies the main idea and summarizes sections of a text with accuracy.	The student mostly identifies the main idea and summarizes sections of a text with accuracy.	The student almost always identifies the main idea and summarizes sections of a text with accuracy.	The student always identifies the main idea and summarizes sections of a text with accuracy.
<i>National Core Arts Standards Anchor Standard #6: Convey meaning through the presentation of artistic work.</i>	The student's lyrics rarely use social movement techniques effectively.	The student's lyrics mostly use social movement techniques effectively.	The student's lyrics almost always use social movement techniques effectively.	The student's lyrics always use social movement techniques effectively.

Teacher comments:

Name _____ Date _____ Class _____

Main Idea Hashtag Notes

Directions: After each paragraph you read, stop to write a main idea hashtag below. (*Ex. After reading a paragraph about how rainbows are made, a main idea hashtag could be #WaterSplitsWhiteLight.*) A main idea hashtag is usually 3-5 words and does more than just mention key words from the text. Every 4-5 hashtags, summarize what you've read so far.

Summary: _____

Summary: _____

We Shall Overcome

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,

We shall live in peace,
We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,

We shall all be free,
We shall all be free,
We shall all be free, some day.

Oh, deep in my heart,

We are not afraid,
We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

LESSON PLAN: Nonviolent Protests - Soundtrack for a Revolution

Title: Nonviolent Protests - Soundtrack for a Revolution

Est. Time: 60-90 minutes

Grade Levels: 8th-12th

Standards:

National Core Arts Standards

Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.

Common Core Standards

CCSS.ELA-LITERACY.RI.8-12.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Objectives:

Evaluate a text about the effectiveness of nonviolent protests and apply takeaways to create your own nonviolent protest.

Materials:

- Evaluating Arguments graphic organizer (*provided*)
- text/video link (*provided below*)
- Nonviolent protest proposal & visual planner (*provided*)

Description:

1. *Purpose-Setting:* Ask students if they think nonviolent protests still work. If so, *when* do they work? In what circumstances? If not, *why* not? What has changed since the successes of the Civil Rights Movement? Explain to your students that they will start the lesson by evaluating an argument in favor of nonviolent uprisings.
2. As a class, watch the Ted Talk at the link below. You may also choose to read the text that accompanies it. As students watch, have them complete the Evaluating Arguments graphic organizer (*provided*). Consider completing one row together as a class after a couple of minutes of viewing. If time allows, two viewings may be ideal for note-taking.

https://www.washingtonpost.com/news/worldviews/wp/2013/11/05/peaceful-protest-is-much-more-effective-than-violence-in-toppling-dictators/?utm_term=.629b339daef1

3. As a class, discuss what the strongest and weakest arguments were. Allow students to revise their notes if they wish.
4. Introduce (or reintroduce) the concern many have about public Confederate symbols throughout the country using the link below. (Note: Feel free to use any issue you or your students choose - this example is just a connection to the film's content. If you choose a different issue, adapt the lesson as needed.)

<https://www.splcenter.org/20160421/whose-heritage-public-symbols-confederacy>

5. Have students read sections of your choice or just introduce the interactive map of Confederate symbols. Have students identify and discuss their thoughts on symbols in and near DC.

6. Explain to students that whatever they believe about effectiveness of nonviolent protest, they are going to plan their best version of one to tackle this specific issue. As a class, make a list on the board about what strategies Erica Chenoweth found to be effective in examples of successful nonviolent movements. Also revisit strategies used by leaders of the Civil Rights Movement, from the film or otherwise, and add those to the list.
7. Have students, individually or in small groups, plan nonviolent acts in an attempt to protest the public Confederate symbols. Have them include a visual that helps represent, explain, or further their protest (ex: a flyer or social media post, a t-shirt design, a map of the area and intended protest, etc.).
8. Have students present their nonviolent protest plans. Allow audience members an opportunity to provide feedback about the effectiveness of the plans.

Extension

Options:

- 1) Having students take their nonviolent protest plans and turning them into action is clearly a great direction to take here.
- 2) Use the lesson below about privilege as a discussion starter for your classroom. *How does privilege happen? What different kinds of privilege are there? Is it better to combat privilege or use it for a greater benefit?*

https://www.buzzfeed.com/nathanwpyle/this-teacher-taught-his-class-a-powerful-lesson-about-privil?utm_term=.cjrWMk16n#.te32eRj8y

- 3) Ask students *What privilege do YOU have?* Every student can say something. It can be based on wealth, race, physical ability, physical size, gender, age, etc. Have students identify at least one privilege they have. Then, allow students to come up with ways they could help people who do not have this same privilege. *What help could you provide? Why is it partially your responsibility to do this work?*

Rubric

Student: _____

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<i>Common Core Standards CCSS.ELA-LITERACY. RI.8-12.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i>	The student rarely evaluates the arguments with clarity and sound reasoning.	The student mostly evaluates the arguments with clarity and sound reasoning.	The student almost always evaluates the arguments with clarity and sound reasoning.	The student always evaluates the arguments with clarity and sound reasoning.
<i>National Core Arts Standards Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.</i>	The student creates a nonviolent action plan and visual that are rarely logical and based on proven strategies.	The student creates a nonviolent action plan and visual that are mostly logical and based on proven strategies.	The student creates a nonviolent action plan and visual that are almost entirely logical and based on proven strategies.	The student creates a nonviolent action plan and visual that are entirely logical and based on proven strategies.

Teacher comments:

Name _____ Date _____ Class _____

Evaluating Arguments

What argument is made?	What evidence is used to support that argument?	Do you buy the argument?	Why or why not?
		Yes / No	
		Yes / No	
		Yes / No	
		Yes / No	
		Yes / No	

Name _____ Date _____ Class _____

Nonviolent Protest Proposal

Directions: In the space below, write out your protest proposal. Make sure to include the *What, Who, Where, How, and Why* that goes into your act of nonviolent protest.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Name _____ Date _____ Class _____

Directions: In the space below, create a visual that represents, explains, or furthers your act of nonviolent protest.

LESSON PLAN: Group Statements - Soundtrack for a Revolution

<u>Title:</u> Group Statements - Soundtrack for a Revolution	
<u>Est. Time:</u> 60 minutes	<u>Grade Levels:</u> 6th-10th
<u>Standards:</u> <i>National Core Arts Standards</i> <i>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i> <i>Common Core Standards</i> <i>CCSS.ELA-LITERACY.W.6-10.5</i> <i>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i>	<u>Objectives:</u> Students will analyze their own and their group's answers to questions about the film to create new answers that incorporate each group member's ideas.
<u>Materials:</u> <ul style="list-style-type: none">- Question pages (<i>provided</i>)	
<u>Description:</u> <ol style="list-style-type: none">1. Break students into groups of 4-6 (or use table groups if they're already situated). Based on the number of students in each group, decide which question pages (<i>provided</i>) to use. You will choose the same number of question pages as there are students in each group. For example, if there are 5 students in each group, you may decide to select questions 1, 3, 4, 6, and 8.2. <i>Purpose-setting:</i> Explain to students that they will be answering questions about the film <i>Soundtrack for a Revolution</i> today and they will also be analyzing the answers of their groupmates. The reason behind this is to better understand how a classmate viewed the same film you did and may have a totally different or nuanced takeaway.3. Pass out the question pages to each group so that each group receives the same question pages as every other group. Individual students may decide which question to start with.4. Go over the directions at the top of the page. Explain to students that after receiving a question that a groupmate has already answered, it's not cheating to use similar ideas as the prior answers, as long as it is in the student's own words. You can even choose to have your students cover up prior answers if you wish each answer to be completely original.5. When each student in the group has answered each question once, students should make sure they end with their original paper - the one with their answer at the very top. Have them now create a new answer to the question that incorporates the main ideas from each answer provided by each group member. This is the group statement for that question.6. <i>Optional:</i> Decide if you want students to answer the reflection questions on the back of their pages.	

7. Have students stand to share their group statements one-at-a-time. You can choose whether it makes more sense to go group-by-group (each member from the first group, then the second group) or question-by-question (each student who started with Question #1, then #2, and so on).

Extension:

Continue the group statement activity by asking students to answer this question individually: *What was the purpose of the film?* You can then have students share with their groupmates and collectively come up with a new statement that once again incorporates the main ideas of each individual answer. You can continue for one last round by asking each group to read their statement aloud and then come up with one final statement as a class, incorporating the main ideas from each group statement.

Rubric

Student: _____

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<i>National Core Arts Standards Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	The student rarely shows a thorough understanding of the film's content and/or relevance to history.	The student mostly shows a thorough understanding of the film's content and/or relevance to history.	The student almost always shows a thorough understanding of the film's content and/or relevance to history.	The student always shows a thorough understanding of the film's content and/or relevance to history.
<i>Common Core Standards CCSS.ELA-LITERACY. W.6-10.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</i>	The student wrote a group statement that rarely incorporates the main ideas of their group members with clarity.	The student wrote a group statement that mostly incorporates the main ideas of their group members with clarity.	The student wrote a group statement that almost entirely incorporates the main ideas of their group members with clarity.	The student wrote a group statement that entirely incorporates the main ideas of their group members with clarity.

Teacher comments:

Name _____ Date _____ Class _____

Directions: Answer the question below. Then, pass to the next classmate in a clockwise direction. That student will then write their own answer to the same question. Stop when each student has answered each question once.

Question 1: Congressman John Lewis opens the film with the quote “*The first time I got arrested, I felt so free.*” What did he mean by that?

Answer #1: _____

Answer #2: _____

Answer #3: _____

Answer #4: _____

Answer #5: _____

Answer #6: _____

Directions: Now, take elements of each answer above (including your own) to create one new answer that incorporates all the main ideas from your group.

Group Statement:

Name _____ Date _____ Class _____

Reflection:

- 1) What did you do to incorporate the main ideas of your group to form your group statement?

- 2) How did your group statement compare to your own original answer?

Name _____ Date _____ Class _____

Directions: Answer the question below. Then, pass to the next classmate in a clockwise direction. That student will then write their own answer to the same question. Stop when each student has answered each question once.

Question 2: How did music affect the people of the Civil Rights Movement?

Answer #1: _____

Answer #2: _____

Answer #3: _____

Answer #4: _____

Answer #5: _____

Answer #6: _____

Directions: Now, take elements of each answer above (including your own) to create one new answer that incorporates all the main ideas from your group.

Group Statement:

Name _____ Date _____ Class _____

Reflection:

- 1) What did you do to incorporate the main ideas of your group to form your group statement?

- 2) How did your group statement compare to your own original answer?

Name _____ Date _____ Class _____

Directions: Answer the question below. Then, pass to the next classmate in a clockwise direction. That student will then write their own answer to the same question. Stop when each student has answered each question once.

Question 3: Many leaders of the Civil Rights Movement believed that non-violence, and exclusively non-violence, would be effective in the fight for more equal rights. Do you agree? Why or why not?

Answer #1: _____

Answer #2: _____

Answer #3: _____

Answer #4: _____

Answer #5: _____

Answer #6: _____

Directions: Now, take elements of each answer above (including your own) to create one new answer that incorporates all the main ideas from your group.

Group Statement:

Name _____ Date _____ Class _____

Reflection:

- 1) What did you do to incorporate the main ideas of your group to form your group statement?

- 2) How did your group statement compare to your own original answer?

Name _____ Date _____ Class _____

Directions: Answer the question below. Then, pass to the next classmate in a clockwise direction. That student will then write their own answer to the same question. Stop when each student has answered each question once.

Question 4: What does it mean to have participants of the Civil Rights Movement speak in the film? How will learning about the movement change after these people have passed away?

Answer #1: _____

Answer #2: _____

Answer #3: _____

Answer #4: _____

Answer #5: _____

Answer #6: _____

Directions: Now, take elements of each answer above (including your own) to create one new answer that incorporates all the main ideas from your group.

Group Statement:

Name _____ Date _____ Class _____

Reflection:

- 1) What did you do to incorporate the main ideas of your group to form your group statement?

- 2) How did your group statement compare to your own original answer?

Name _____ Date _____ Class _____

Directions: Answer the question below. Then, pass to the next classmate in a clockwise direction. That student will then write their own answer to the same question. Stop when each student has answered each question once.

Question 5: Why do you think so much help came from northern clergy members?

Answer #1: _____

Answer #2: _____

Answer #3: _____

Answer #4: _____

Answer #5: _____

Answer #6: _____

Directions: Now, take elements of each answer above (including your own) to create one new answer that incorporates all the main ideas from your group.

Group Statement:

Name _____ Date _____ Class _____

Reflection:

- 1) What did you do to incorporate the main ideas of your group to form your group statement?

- 2) How did your group statement compare to your own original answer?

Name _____ Date _____ Class _____

Directions: Answer the question below. Then, pass to the next classmate in a clockwise direction. That student will then write their own answer to the same question. Stop when each student has answered each question once.

Question 6: Explain the quote from the film: “Music [gives] us confidence.” Do you think this is often true?

Answer #1: _____

Answer #2: _____

Answer #3: _____

Answer #4: _____

Answer #5: _____

Answer #6: _____

Directions: Now, take elements of each answer above (including your own) to create one new answer that incorporates all the main ideas from your group.

Group Statement:

Name _____ Date _____ Class _____

Reflection:

- 1) What did you do to incorporate the main ideas of your group to form your group statement?

- 2) How did your group statement compare to your own original answer?

Name _____ Date _____ Class _____

Directions: Answer the question below. Then, pass to the next classmate in a clockwise direction. That student will then write their own answer to the same question. Stop when each student has answered each question once.

Question 7: Explain the quote from the film: “Singing pulls the group together.” Do you think this is often true?

Answer #1: _____

Answer #2: _____

Answer #3: _____

Answer #4: _____

Answer #5: _____

Answer #6: _____

Directions: Now, take elements of each answer above (including your own) to create one new answer that incorporates all the main ideas from your group.

Group Statement:

Name _____ Date _____ Class _____

Reflection:

- 1) What did you do to incorporate the main ideas of your group to form your group statement?

- 2) How did your group statement compare to your own original answer?

Name _____ Date _____ Class _____

Directions: Answer the question below. Then, pass to the next classmate in a clockwise direction. That student will then write their own answer to the same question. Stop when each student has answered each question once.

Question 8: Why was music one of the best ways for people to express these powerful feelings at the time?

Answer #1: _____

Answer #2: _____

Answer #3: _____

Answer #4: _____

Answer #5: _____

Answer #6: _____

Directions: Now, take elements of each answer above (including your own) to create one new answer that incorporates all the main ideas from your group.

Group Statement:

Name _____ Date _____ Class _____

Reflection:

- 1) What did you do to incorporate the main ideas of your group to form your group statement?

- 2) How did your group statement compare to your own original answer?

Discussion Questions - Soundtrack for a Revolution

1. Congressman John Lewis opens the film with the quote "*The first time I got arrested, I felt so free.*" What did he mean by that?
2. How did music affect the people of the Civil Rights Movement?
3. Many leaders of the Civil Rights Movement believed that non-violence, and exclusively non-violence, would be effective in the fight for more equal rights. Do you agree? Why or why not?
4. What does it mean to have participants of the Civil Rights Movement speak in the film? How will learning about the movement change after these people have passed away?
5. Why do you think so much help came from northern clergy members?
6. Explain the quote from the film: "Music [gives] us confidence." Do you think this is often true?
7. Explain the quote from the film: "Singing pulls the group together." Do you think this is often true?
8. Why was music one of the best ways for people to express these powerful feelings at the time?

Vocabulary Terms - Soundtrack for a Revolution

Segregation: the practice or policy of keeping people of different races, religions, etc., separate from each other

Freedom Rides: interracial bus trips through the American South in 1961 to protest segregated bus terminals, which had been deemed unconstitutional

Sit Ins: a non-violent protest tactic where African Americans would sit at “white-only” lunch counters and request service, no matter the treatment they received

Jim Crow Laws: the system of racial segregation in the South, separated blacks from whites in all aspects of public life

Civil Disobedience: disobeying certain laws in nonviolent ways in order to make a point

Oppression: to treat (a person or group of people) in a cruel or unfair way

Boycott: to refuse to buy something or to take part in something as a way of protesting

Prejudice: an unfair feeling of dislike for a person or group because of race, sex, religion, etc.

Helpful Website Links: Soundtrack for a Revolution

Lesson Plans/Ideas:

<https://learning.blogs.nytimes.com/2016/02/04/lesson-plan-teaching-with-protest-music/> (Warning: Page contains some explicit language)

<http://teachrock.org/lesson/the-music-of-the-civil-rights-movement/>

<https://edsitement.neh.gov/lesson-plan/freedom-rides-and-role-popular-music-civil-rights-movement#sect-resources>

<http://www.learnnc.org/lp/pages/1848>

<https://www.tolerance.org/classroom-resources/tolerance-lessons/sounds-of-change>

Songs and Information About the Civil Rights Movement:

<https://kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/activities/part-four-nobody-gonna-tur-n-me-round-stories-and-songs>

<https://www.npr.org/2013/07/09/199105070/the-mix-songs-inspired-by-the-civil-rights-movement>

Soundtrack Playlist:

https://www.youtube.com/watch?v=uJ6mhRZ8LjM&list=PL8INK97rGJrZPol5CdpKJDysG7LJrYhj_

Film Review:

<http://www.washingtonpost.com/wp-dyn/content/article/2010/04/29/AR2010042901451.html>