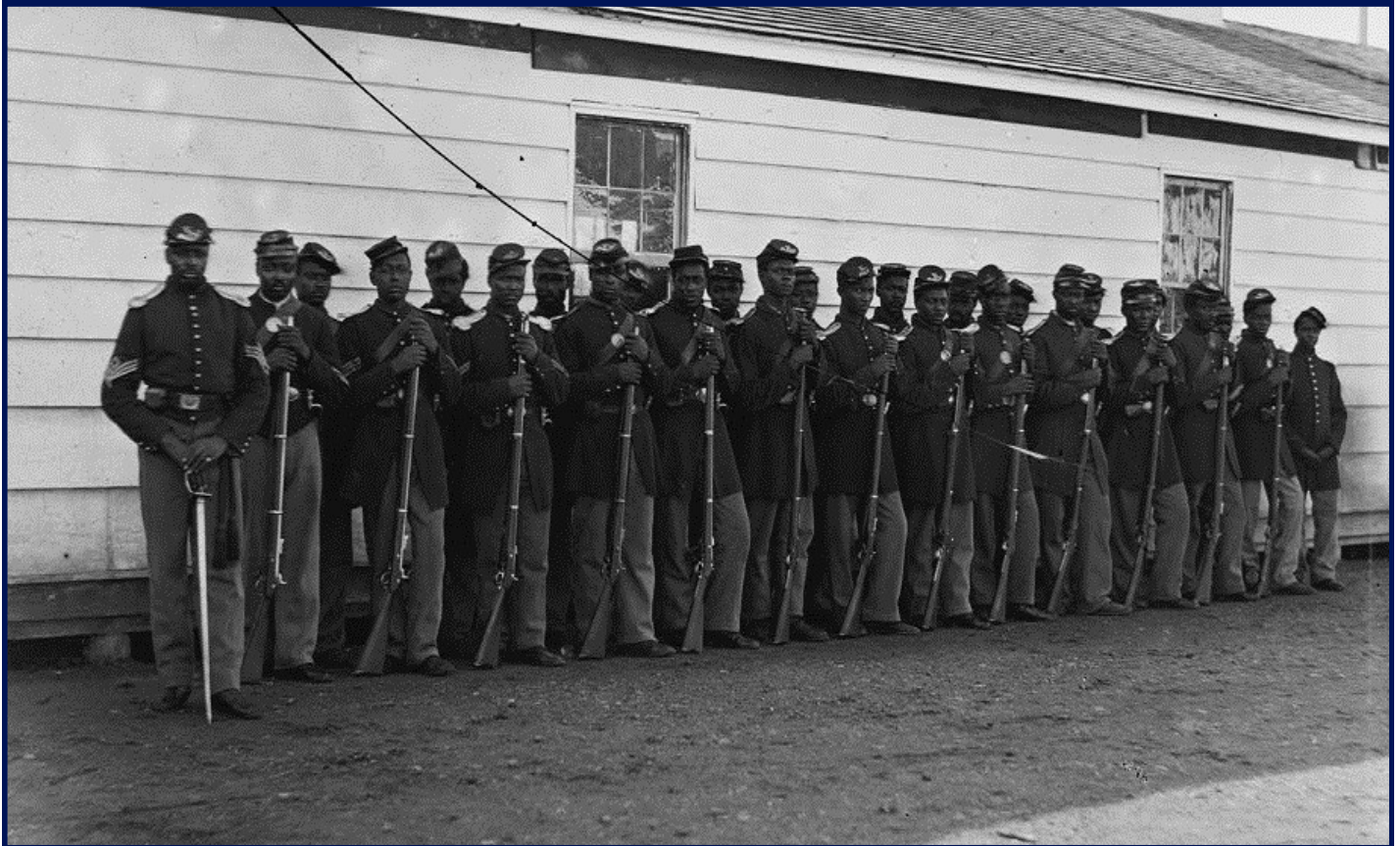


# CIVIL WAR TO CIVIL RIGHTS LESSON PLAN UNIT

Grade Level: Middle

By Michael DuBose



4th United States Colored Infantry at Fort Lincoln, Courtesy of  
the Library of Congress



**DURATION:** 1-2 class periods

**LESSON OBJECTIVE:**

Students will look at sheet music and listen to recordings of songs in order to determine “award winning” songs and performers from the Civil War to Civil Rights Era.

**MARYLAND STANDARDS AND NATIONAL STANDARDS OF LEARNING:**

(Vocal Music) Standard 2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

2.0.1 Describe how musical expression reflects social, political, and ethical issues

(National Standard-Social Studies): Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can: (Indicator) describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behaviour of people living in a particular culture.

(Vocal Music) Standard 4.0 Aesthetics and Criticism

**OBJECTIVES (OBSERVABLE AND MEASURABLE):**

Students will compile a list of award winning songs/singers/songwriters in the following categories:

Best Song of The Civil War Era  
Best Song of The Civil Rights Era  
Best Male Vocalist-Civil Rights Era  
Best Female Vocalist-Civil Rights Era  
Most Controversial Song-Civil War Era

Students will work in collaborative groups and create a list of 3 songs identified for each category.

Each group will present their awards in their own creative presentation style. (Digital Slideshow, presentation with emcee, etc.)

**MATERIALS:**

Computers with Internet access

Library of Congress Civil War Sheet Music Website:

<http://lcweb2.loc.gov/diglib/ihas/html/civilwar/civilwar-home.html>

Headphones or headsets

Index Cards

Voice recorders

Digital cameras

Web links to song recordings from The Civil War and Civil Rights eras

**PRIMARY SOURCE(S):**

Songs and stories of the Civil War, Jerry Silverman

Music of the Civil War Era, Steven Cornelius

Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs, Candie Carawan

Rousing Songs and True Tales of the Civil War, Wayne Erbsen

**PROCEDURAL ACTIVITIES: RESEARCH MODEL**

Open the lesson by showing videos or photos of the current year's Grammy winners. Discuss with students how the performers and songwriters achieved this honor. Let students know that they will be presenting their own Grammy Awards at the end of this lesson.

Discuss with students the various struggles and challenges that our country faced during these turbulent times of The Civil War and the Civil Rights Movement. Let students know that, just like modern times, thousands of songs were written to express strong feelings, good or bad, towards people and towards the social conflicts.

Explain to students that this "Grammy Awards" show is designed to be an activity where they can have fun while learning about various songs from these eras. Show students sheet music samples of songs from the Library of Congress website. Have students read the lyrics to get a sense of the positive or negative nature of the songs.

Allow students time to browse through a few songs. Also allow students to use a search engine in order to search for audio recordings of songs that interest them. Next, ask students to search for recordings of songs from the Civil Rights era.

Have students write the 5 Grammy categories on 5 index cards. Place students in groups and have them discuss and listen to their different findings. Have each group begin to create a list on each card of their three top choices in each category.

In this, or a subsequent lesson, have students use PowerPoint, Keynote, or another digital presentation format; or they may create a "live" awards presentation show in order to present their award winners in each category. If students present a live show, be sure to capture it with video. For students using a digital format, you may want to post it on your school web page.

**FORMATIVE ASSESSMENT:**

Teacher will circulate throughout the room when students assemble in groups and listen in and add input to group discussions.

For performance assessment, students will peer assess the awards presentations. Before the awards shows are presented, allow student to generate a rubric establishing what would be appealing to students their ages, and setting point levels accordingly.

**DURATION:** 1 class period

**LESSON OBJECTIVE:**

Students will be able to discuss how song lyrics during The Civil War and Civil Rights eras both motivated change and stirred up rivalries between groups within the culture.

**MARYLAND STANDARDS AND NATIONAL STANDARDS OF LEARNING:**

(Reading- RI4 CCR Anchor Standard) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

(Vocal Music) Standard 2.0 Historical, Cultural, and Social Context

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

2.0.1 Describe how musical expression reflects social, political, and ethical issues

(Vocal Music) Standard 4.0 Aesthetics and Criticism

Students will demonstrate the ability to make aesthetic judgments.

**OBJECTIVES (OBSERVABLE AND MEASURABLE):**

Students will be able to define and discuss meanings, both explicit and inferred, of lyrics of songs popular during The Civil War to Civil Rights time period.

(Lesson extension)

Students will be able to work in collaborative groups and create a minimum eight lines of song lyrics pertaining to either The Civil War or Civil Rights time period.

Students will present their song lyrics to the class, with or without melodic accompaniment.

**MATERIALS:**

Computers with Internet access

Headphones or headsets

Voice recorders

Digital cameras

Web links to lyrics of songs from The Civil War and Civil Rights eras

Microsoft PowerPoint/Microsoft Word software

Poster boards or poster size Post-it paper

Lined index cards

Teacher created/provided

Books listed below which discuss song lyrics of songs from both eras

**PRIMARY SOURCE(S):**

Songs and stories of the Civil War, Jerry Silverman

Music of the Civil War Era, Steven Cornelius

Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs, Candie Carawan

Rousing Songs and True Tales of the Civil War, Wayne Erbsen

**PROCEDURAL ACTIVITIES: DEDUCTIVE REASONING/RESEARCH MODEL**

Allow students to get examples of the meanings of song lyrics from some of the books listed above. Have individuals read aloud examples to the class.

Using sheet music examples from Lesson 1, have students select out a single lyrical line. Have students peer share ideas about the meanings of the lyrics.

Using the sheet music or the books, have students focus on words and phrases that give vivid word pictures about topics such as slavery, death, battles, families torn apart, discrimination, poverty. Ask students to discuss which words in a song are “stronger” than others.

Have students use this same process, but focus on songs that elicit feelings of hope, peace, the end of war, equality, etc.

Place students with a partner and allow them to work on the matching activity included in the Formative Assessment.

**FORMATIVE ASSESSMENT:**

Students will develop a “matching” activity by writing one line of lyrics on an index card, and writing their meaning on a separate index card. Throughout the lesson activities, teacher will circulate and ask students to match lyric cards with meaning cards.

At the end of the lesson, students will conduct a gallery walk during which they will be asked to circulate through others student or group stations and correctly match lyric lines with meanings.

Students may choose to quiz each other verbally and either record their correct matches into a voice recorder; or hold a lyric line in one hand and the meaning in the other hand and be recorded on a digital camera or computer webcam. Teacher can monitor this performance assessment and/or review recorded responses at a later time.

(For extension objective-student created song lyrics and performance)

Using a 1 to 3 star scale, peers will write evaluations of creative performances on index cards and submit to each other at the end of all performances.

**Rubric for evaluation:**

\*\*\* [3 stars]: Lyrics and meanings are clearly matched; student exhibits exceptional comprehension of the topic and their objectives.

\*\* [2 stars]: Lyrics and meanings are somewhat matched; student exhibits adequate comprehension on most of topic/objectives.



**DURATION:** 1-2 class periods

**LESSON OBJECTIVE:**

Students will create a digital timeline in order to show the integration of Music and Social Studies, focusing on the historical journey from The Civil War

**MARYLAND STANDARDS AND NATIONAL STANDARDS OF LEARNING:**

**Social Studies Standard 5 United States History**

Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in the United States.

**Vocal Music Standard 2.0 Historical, Cultural, and Social Context**

Students will demonstrate an understanding of music as an essential aspect of history and human experience.

**2.0.1 Describe how musical expression reflects social, political, and ethical issues**

**OBJECTIVES (OBSERVABLE AND MEASURABLE:**

Students will discover how to use a free online website that allows users to create their own timeline.

Students will be able to research and confirm copyright dates for songs during the time frame from The Civil War to The Civil Rights Movement.

Students will be able to input into their timeline important events and popular song titles coinciding with the time frame from The Civil War to The Civil Rights Movement.

Students will be able to add audio, photo and video clips, location, and timestamps to their timeline entries.

**MATERIALS:**

Computers with Internet access

Website: [www.dipity.com](http://www.dipity.com)

Headphones or headsets

**PRIMARY SOURCE(S):**

Songs and stories of the Civil War, Jerry Silverman

Music of the Civil War Era, Steven Cornelius

Sing for Freedom: The Story of the Civil Rights Movement Through Its Songs, Candie Carawan

Everybody Says Freedom: A History of the Civil Rights Movement in Songs and Pictures, Pete Seeger and Bob Reiser

**PROCEDURAL ACTIVITIES:**

Before the lesson, teachers should spend time getting familiar with the digital timeline software, [www.dipity.com](http://www.dipity.com). Practice creating a timeline and adding all of the lesson elements.

Allow students time to get familiar with the software by viewing already created timelines. Using an “I do,” “you do,” “we do” model, start creating the timeline by adding one dated events from The Civil War. Add a photo of the event. Then using the resources from the previous lessons, find a song that has a copyright date the same or close to the date fo the Civil War event. Add other elements, such as location, maps, etc. Follow this same process as more events are added, both Civil War and Civil Rights time frames.

Students can use a search engine, or information from the primary sources to gather muse more events. Also use The Library of Congress Civil War Sheet Music website: <http://lcweb2.loc.gov/diglib/ihas/html/civilwar-home.html>

In a subsequent class, have students set up the Gallery Walk and invite Social Studies classes to visit and post comments

**FORMATIVE ASSESSMENT:**

Student’s computers will be set up for a Gallery Walk, allowing for teacher, classmates, and visitors (if desired), to view and post comments.

### **Lesson Plan Unit Summary**

**By using a variety of presentation methods, combined with various Web 2.0 applications, this unit of study has set forth ideas and activities that grab today's students attention. In doing this, student interest has been garnered and maintained. I have been very successful over the years in using my training in Arts Integration to blend Music, Media, and Social Studies into lessons such as this. There are so many extension that easily follow this unit.**

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