

Rebel Rhymes

Exploring the influence of protest music on social change

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Grade Level	9th – 12th Grade	**Duration**	2 Periods
Subject	Social Studies		
Course	U.S. History, World History		

Essential Question

How does music impact society?

Summary

In this lesson students will begin with an analysis of the popular image, "The Ultimate Confrontation," and move into an exploration of lyrics that are found in popular protest music of the time. Students will learn about a variety of foreign and domestic events. As they learn about the artists' backgrounds and influence, students will begin to draw conclusions about events such as the Vietnam War, the increasing gap between the "haves and have-nots," the Kent State University shooting, the assassination and funeral of John F. Kennedy, as well as other events that are described in the lyrics. Students will then spend some time listening to and discussing common themes and messages found in the songs, discussing how these songs reflect the social and political movements of the era and considering the question of whether music can effectively bring about change. Finally, students will have an opportunity to select a song of their own that they believe evokes an emotion and/or calls for needed change, creating a profile of their own about the artist and the song.

Snapshot

Engage

In groups, students analyze an image focusing on one quadrant of the visual at a time.

Explore

Students explore lyrics and artists' backgrounds by completing a jigsaw to draw conclusions about events occurring in the Vietnam War era.

Explain

Students use the Chalk Talk strategy to listen to music and silently reflect on the messages of each song.

Extend

Students create a profile poster of an artist that has meaning to them.

Evaluate

Students demonstrate their understanding of the essential question by using the Mirror, Microscope, Binoculars strategy.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.6.3: Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.
USH.7: The student will analyze the cause and effects of significant domestic events and policies from 1945 to 1975.

Attachments

- Artist Profile Rubric—Rebel Rhymes - Spanish.docx
- Artist Profile Rubric—Rebel Rhymes - Spanish.pdf
- Artist Profile Rubric—Rebel Rhymes.docx
- Artist Profile Rubric—Rebel Rhymes.pdf
- Artist Profile—Rebel Rhymes - Spanish.pdf
- Artist Profile—Rebel Rhymes.pdf
- Lesson Slides—Rebel Rhymes.pptx
- Protest Music Cards—Rebel Rhymes - Spanish.docx
- Protest Music Cards—Rebel Rhymes - Spanish.pdf
- Protest Music Cards—Rebel Rhymes.docx
- Protest Music Cards—Rebel Rhymes.pdf
- The Ultimate Confrontation Quarter Peeks—Rebel Rhymes.docx
- The Ultimate Confrontation Quarter Peeks—Rebel Rhymes.pdf

Materials

- Lesson Slides (attached)
- The Ultimate Confrontation Quarter Peeks (attached; ¼ of the photo to each student in the room)
- Protest Music Cards (attached)
- Artist Profile Template (attached; one per student)
- Artist Profile Rubric (optional; attached)
- Butcher paper (3 large pieces)
- Optional device with internet access
- Pen/Pencils
- Markers/Color Pencils

10 minutes

Engage

Teacher's Note: Lesson Preparation Prior to Class

Quarter Peeks Preparation: Print the attached **The Ultimate Confrontation Quarter Peeks** handout and cut the dotted lines to end up with four quadrants. Students will be in groups of four, and each student will receive one quadrant from the handout. This can be used as a class set.

Chalk Talk Preparation: For Chalk Talk you will need a long piece of butcher paper hung somewhere in the room where students can access. One large piece of paper can be used throughout the day, or you can swap for each class period. If butcher paper is not available, easel pad paper can be used.

Introduce the lesson using the attached **Lesson Slides**. Use **slides 2-4** to review the lesson title, essential question, and objectives as needed. Divide students into groups of four and transition to **slide 5,** introducing the instructional strategy Quarter Peeks.

Explain to students that they will be analyzing and making a hypothesis based on the section they are assigned. Each group member will only see one quadrant of the full image. Give each member of the group a quadrant from the **The Ultimate Confrontation Quarter Peeks** handout and instruct them to have a piece of paper or class notebook to write on.

Ask students to first independently list all the details they observe in their assigned quarter and make a hypothesis of what they predict will be found in the missing parts of the image. Allow a few minutes for students to complete this.

Transition to **slide 6**. Instruct groups to come together and take turns sharing their list of details and hypotheses. At this time they should not reveal their image. Once everyone has shared their responses in the group, instruct students to reveal their quarters to the group and put the image back together as it should be.

Move to **slide 7**. Pose the following questions to students now that they have seen the full image. Invite a few to share out.

- *What words come to mind when you view this image?*
- *What was the photographer trying to capture in this moment?*

Based on those responses, facilitate a short class discussion and connect students' prior knowledge of the events in the image to the domestic events and policies from 1945 to 1975.

15 minutes

Explore

Display **slide 8**. Share the instructional strategy Jigsaw with your students and pass out the attached **Protest Music Cards**. Instruct your students to skim through the cards and split them up amongst their group. Provide your students with enough time to read about their artist and song, as well as listen to the song.

Once all of your students have completed the activity, move to **slide 9** and direct your students to discuss with their group their personal takeaways, what foreign or domestic issue was addressed, and how the artist addressed it (directly or indirectly).

Teacher's Note: Time Constraint

If you are short on time, consider shortening the selection of Protest Music Cards students use for the jigsaw.

30 minutes

Explain

Display **slide 10** and share the instructional strategy Chalk Talk. Explain to your students that this activity is supposed to be done in complete silence. Point out the butcher paper that's hanging around the room. Instruct your students to move around towards the paper, listen to the song clips as they are played, and record the tone of the music and how the song makes them feel using words or drawings. Use **slides 11–14** to guide this activity.

Once every song has been played and students have responded on the poster, have them return to their seats. Transition to **slide 15** and pose the following reflection questions to the class. Invite a few students to share their responses.

- *What were some common themes or messages found in these songs?*
- *How do these songs reflect the social and political movements of that era?*
- *Can music effectively bring about social or political change? Why or why not?*

Teacher's Note: Chalk Talk

See the "Lesson Preparation" note at the beginning of the lesson to set up for the Chalk Talk. A Wakelet is provided on **slide 10** with optional song choices and lyrics you can use for this activity, or alternatively you may select others you feel are more appropriate for the context of the lesson and your class.

20 minutes

Extend

Give each student a sheet of white paper or pass out copies of the attached **Artist Profile** template. Provide your students with enough time to select a song and create their own profile of an artist that has significance in their lives. Display **slide 16** and go over the requirements as a class. An optional **Artist Profile Rubric** is attached and can also be found on **slide 17.**

- **Quote/Lyric:** What is a quote or lyric from this artist that stands out to you the most?
- **Artist Summary:** What are five key pieces of information about the artist? Students should highlight these using brief bullet points.
- **Importance:** Why is the figure important in your life? How have they evoked change or feelings?
- **Image:** What does this artist figure look like? Students should draw or print a picture of their figure in the large oval.
- **Symbols**: Based on your research, what four symbols are most associated with the artist? Students should draw these symbols in the small square boxes.

Once they have completed their work, have your students present their song and explain their rationale.

Teacher's Note: Optional Gallery Walk

If time allows, students can hang their posters up around the class and participate in a Gallery Walk to showcase their artist and view others artist. If you wish to do this digitally, Google Slides or Gallery Walk with Wakelet can be used.

10 minutes

Evaluate

Display **slide 18** once all of your students have had an opportunity to share their work. Instruct them to reflect on the essential question and other questions using the instructional strategy Mirror, Microscope, Binoculars.

- Mirror: *How has this changed my thinking on the power of music?*
- Microscope: *How can music invoke change in a society?*
- Binoculars: *How does music impact society?*

At the end of the activity, ask if any students would like to share their responses. Instruct them to turn in their responses.

Resources

K20 Center. (n.d.). Chalk talk. Strategies. https://learn.k20center.ou.edu/strategy/197

K20 Center. (n.d.). Gallery walk / carousel. Strategies. https://learn.k20center.ou.edu/strategy/118

K20 Center. (n.d.). Gallery walk with wakelet. Tech integrated strategies. https://learn.k20center.ou.edu/tech-strategy/3036

K20 Center. (n.d.). Google slides. Tech Tool. https://learn.k20center.ou.edu/tech-tool/2335

K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179

K20 Center. (n.d.). Mirror, microscope, binoculars. Strategies. https://learn.k20center.ou.edu/strategy/3020

K20 Center. (n.d.). Quarter peeks. Strategies. https://learn.k20center.ou.edu/strategy/1866

K20 Center. (n.d.). Wakelet. Tech tools. https://learn.k20center.ou.edu/tech-tool/2180