

Music: A Reflection of society

By: Shada Baldwin
3rd-5th grade



Rationale

Music tells us a lot about society in which it is created. It does not matter if it is a traditional song of an Indigenous group, a gospel song or a rock video, music reflects a culture. It expresses experience and also affects experience, creating feelings, and responses in the listener. Like many art forms, music mirrors society, sometimes raises questions about society's norms and values, and sometimes has the power to bring about change.

Songs such as Ring Around the Rosie, American Solider, and Ebony and Ivory are example of how songs can raise awareness about important historical, political, and social movements. Students will examine how music reflects and influences societies and can be used as a metaphor. Students will have discussions on the functions or purposes of music, how music mirrors, and how music inspires and influences people today. Students will need to understand how music both reflects and affects societies.

Underlying messages can be heard through music. Songs can influence someone's opinion and then it becomes easy for people to believe in what they hear rather than formulating their own opinion. Lifestyles can also be depicted in lyrics. Not only does music have the power to inspire but it has the ability to open someone's mind and express their feelings. Music is processed in the same part of the brain as language. This can motivate you or even inspire you to focus on intellectual thoughts.

In North Carolina, music falls under Arts education which benefits both the student and society, because students of the arts disciplines gain powerful tools for:

- understanding human experiences, both past and present;
- teamwork and collaboration;
- making decisions creatively and solving problems, when no prescribed answers exist;
- adapting to and respecting others' diverse ways of thinking, working, and expressing themselves;
- understanding the influence of the arts and their power to create and reflect cultures;
- analyzing nonverbal communication, and making informed judgments about products and issues; and,
- communicating effectively.

As a part of the arts, this unit helps students with the the following 21st century skills:

- Thinking and working creatively
- Implementing innovations and acting on creative ideas
- Reasoning, making judgments, and decisions
- Collaborating effectively, respectfully, and flexibly with diverse teams to accomplish a goal
- Assuming shared responsibility and valuing contributions of each team member

- Understanding media messages, influences, creation, interpretations, and purposes
- Applying technology tools effectively to research, organize, evaluate, access, manage, integrate, evaluate, create, and communicate information

Music is one of the fundamental ways human beings create and communicate meanings and is one of the primary ways we learn about ourselves, others, actions and consequences, and traditions and beliefs. Through music, students increase their awareness of rich and diverse cultures, beliefs, and societies of humankind. As students examine the role of music throughout history and in different cultures, they develop respect for diversity. The processes of creating, performing, and understanding music are the primary goals of the music program. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways.

“Music is so beneficial in our society because of its ability to be so diverse yet has the ability to bring everyone together at the same time. Music is something people turn to in times of fear and panic, like in the sinking scene of the titanic. Music is an art that can inspire happiness, love, and change all at the same time. Music unites because of it’s universal appeal and this unification can lead to progression of our society through humanities and exploration of natural human capability as a nice contrast to current focus on economic and social ability”- Michael Grayson

Differentiation for Gifted Learners

Process: The teacher will facilitate the students during assignments and students will independently complete the product on their own. Students will participate in Socratic seminar. Students will facilitate the seminar themselves and will be creating questions that maintain the integrity of the seminar. Students will engage in critical thinking and creative problem solving around a relevant and real world problem.

Learning Environment: Students will work in a variety of environments in this learning experience; independently, small group and seminar. Students will be working together collaboratively.

Creativity: Students will show their creative thinking through writing their songs and designing their CD cover.

Content: Analyzing the lyrics to songs is not a skill displayed by elementary students. Some of the songs have advanced vocabulary and some of the information in the songs will need to be explained thoroughly in order for students to understand.

Product: Students will be able to choose 1 out of 2-3 product choices independently during the lessons and create a CD cover along with a song that will display their creativity and understanding of the concept and essential understanding.

Complexity: The concept of art influences society depicts that art falls under many categories such as music, dance, paintings, and poetry.

Challenge: Students will analyze lyrics from different time periods searching for metaphors and the connection the song has on society during the time it was written and in today's society.

Depth: Students will learn and discuss what events in the years 1960's, 1970's, 1980's and 2000's in order to make connection to the songs.

Acceleration: The events Harlem Renaissance, racial inequality, famine in Africa are issues that are brought up in the songs. This content is not taught until middle and high school.

Population of the gifted children

This unit is intended for both male and female who are rising 3rd-5th graders. All races and students from various backgrounds who have an interest in music and passion to make a change in the community or at school are welcomed. Students will be expected to collaborate in groups, express their own ideas, and have an opportunity to express themselves creatively in various activities. Most of the content will be taught because it is intended for an older age group and students will not be expected to know too much about the historical events described in the songs. Students will need basic writing and comprehension skills in order to analyze the songs and use critical thinking to explain and describe what is going on.

Goals and Outcomes

Content goal: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Students will be able to...

- A. Identify important historical events in songs.
- B. Understand “A Change is Gonna Come” by Sam Cooke was inspired by an event that happened in his life. The song was inspired by various personal events in Cooke's life, most prominently an event in which he and his entourage were turned away from a whites only motel in Louisiana. Cooke felt compelled to write a song that spoke to people and the struggle of those around him.
- C. Understand “Staying Alive” by the Bee Gees discuss survival in the streets of New York. By the 1970, the city gained notoriety for high rates of crime and other social disorders. The city's subway system was regarded as unsafe due to crime and suffered frequent mechanical breakdowns. Homeless persons and drug dealers occupied boarded-up and abandoned buildings.
- D. Understand “We Are the World” was written to support famine in Africa and the proceeds from the song were donated to a new organization called United Support of Artists for Africa (USA for Africa). The non-profit foundation would then feed and relieve starving people in Africa, specifically Ethiopia, where around one million people died during the country's 1983–1985 famine
- E. Understand Toby Keith’s “ American Soilder” talks about 9/11 and describes the duty of an American Soilder
- F. Understand Billy Joel used events, terms, and people associated with certain time period in history to create lyrics
- G. Understand “We didnt start the fire”, is a collection of words and phrases focused on historical events, people, and places.

Process goal: To develop historical thinking skills to understand the context of events, people, and places.

Students will be able to...

- A. Express a personal viewpoint or message about a tolerance-related issue through music
- B. Analyze through discussion an aspect of popular music from the 1960's, 1970's, 1980's and 2000's
- C. Analyze a song critically to examine the subject addressed
- D. Identify the people, places and events addressed in a song
- E. Intrepret song lyrics based on contextual clues and research information
- F. Chart research using a graphic organizer
- G. Determine keywords and evaluate effectiveness of a text or website
- H. Understand the meaning of the terms: The Roaring Twenties, The Noble Experiment, Temperance, Prohibition, Henry Ford, Jazz, Flappers, We Shimmied,

danced the Charleston and did the Lindy Hop, Era of Wonderful Nonsense, Duke Ellington, Langston Hughes and the Harlem Renaissance.

- I. Gain knowledge about segregation

Concept goal: To understand the relationships between music and concepts from other areas.

Students will be able to...

- A. Explain how music evokes feelings and emotion
- B. Analyze relationships between music and culture.
- C. Critically examine song lyrics for themes and messages.
- D. Develop an awareness of the functions of music in society
- E. Understand how music both reflects and affects societies
- F. Know the role of music in society.
- G. Explain how art influences society
- H. Explain why the viewpoint of a songwriter is relevant.

Assessment Plan

The students will answer questions asked by the teacher about what they have learned during the lesson. The teacher will say to the students, “tell me something you found out through your group discussion and investigating of the lyrics to the songs, tell me something that surprised you and why did it surprise you, tell me something that you would want to share with a friend or family member”. Students will be given a sticky note on which to write a response to the following as the Exit Ticket: Based on what you have learned today, how does art influence society?

Students will have an opportunity to participate in a Socratic Seminar. Socratic seminar allows students to work in a collaborative, intellectual dialogue facilitated environment with open-ended questions about a text in this case song lyrics. After the seminar, students will reflect by answering the following questions as a ticket out of the door: How did you feel about this seminar? How does this song reflect the culture of this time period? How does art influence society? How does music mirror?

Assessing Students During the seminar

The students will be assessed by the teacher asking these questions to themselves and using observation: Did students use all of their slips? The slips are used as a management between the discussion. Did they answer the questions thoroughly? Did they look to teacher less and less for guidance during the discussion? Students will present their findings after researching the importance of the people, places and events mentioned in “We Didn’t Start the Fire”, by Billy Joel.

Assessment of content

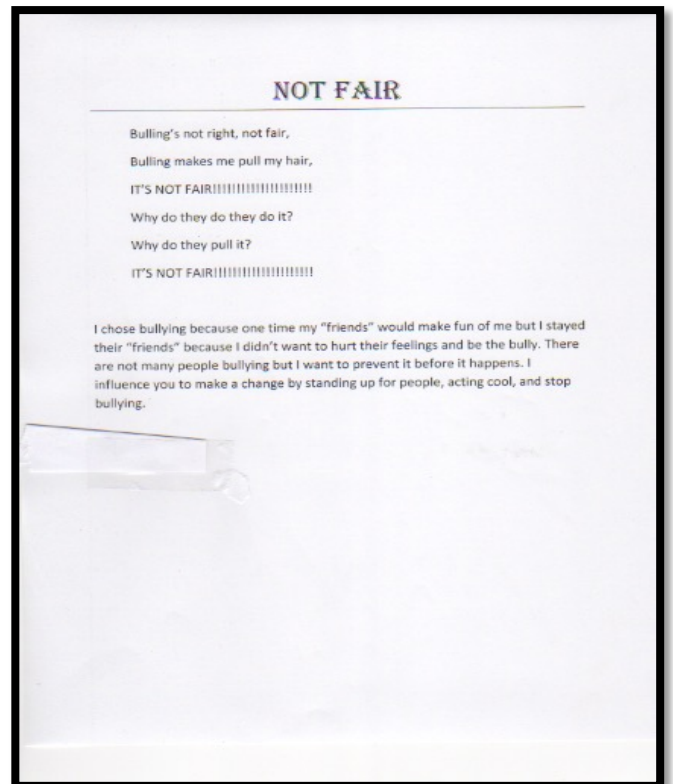
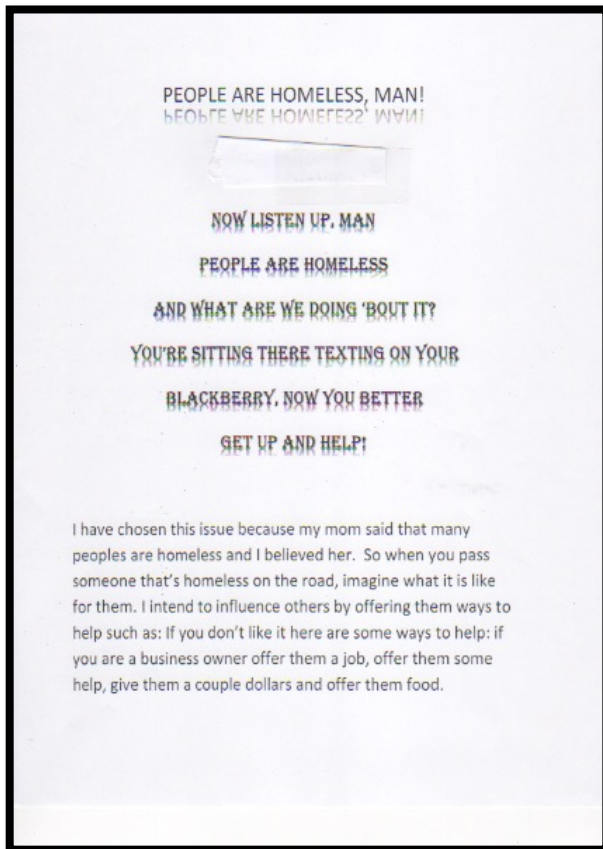
Performance Task: The city of Winston Salem is hosting a talk show called CHANGE and is looking for songs that brings awareness to issues that often go unnoticed in local communities and schools. Because you have learned that music and songwriters influence society, you have been selected by your school to select an issue in your school or

community. You are to imagine that you are a singer or songwriter who desires to use music to influence others around the issue.

Write a paragraph about the song that includes: 1) the issue you have chosen 2) an explanation as to why it's important to you and relevant in your school or community and 3) how you intend to influence others using music/song. You will compose lyrics for your song that expresses the message you want to share and create a CD cover that further illustrates your message.

Work Samples:

Demonstration of content knowledge, skill development, and understanding of concept



The importance of this song

1. I got bullied and someone called me a beaver.
2. When I got braces someone called me a beaver with braces.
3. People also call me weird. My friend also said I could not wear one of my soccer jerseys on jersey day because she thought my team was not famous.
4. My friend also said that she was not my friend anymore and I was not welcome to her house because she thought that she was not welcome to mine.

The issue I have chosen is my life and bullying. It is important to me because it is my life and how I got bullied and what people have said to me affected me. In my school they put up signs and poster on not bullying, but people still kept bullying and nothing was done. I want to influence people by using a song like "Firework" by Katie Perry. Also, I would like to influence people to stop bullying and calling people names. I would like to put up signs and posters to help people see that bullying is wrong. This is going to be a song by [REDACTED]

I have chosen this topic because killing animals is not cool. Knowing that amazing animals die every year makes me mad. It doesn't matter where. This is important to me because I have seen road kill results and it is not pretty.

Litter is LITTERaly Changing the World!



Hey, look around! There's a problem on the ground!
Cigarettes, cans, and food! Here come the ants!

[CHORUS]

Litter is changing the world.
I'm talking about it and I'm just a girl.
Please, please help.
Litter is changing the world.

{RAP}

Trash, cash,
I see it when I drive by in a flash
So I'm just here to say, you can change the world, there's a
way.
Litter is changing the world.

{END}

If we all start small the world can CHANGE!
Litter is changing the world.

I HAVE CHOSEN BULLYING AS MY ISSUE
BECAUSE I THINK BULLYING IS A BIG PROBLEM
AROUND THE WORLD AND IT NEEDS TO STOP. I
HAVE BEEN BULLIED, SO I KNOW HOW IT
FEELS. THIS ISSUE IS A BIG PROBLEM TO ME
BECAUSE I HAVE BEEN BULLIED AND I JUST
WANT TO WRITE DOWN HOW I FEEL. I CAN
EXPLAIN TO THE PEOPLE WHO ARE BULLYING
OTHER PEOPLE THAT BULLYING IS WRONG AND
THAT THEY NEED TO STOP. I WOULD INFLUENCE
OTHER PEOPLE TO STOP BULLYING BY TRYING
TO STAND UP AND TELL PEOPLE THAT BULLYING
NEEDS TO STOP!!!!!!! 😊

BULLING Needs to STOP

Teachers Say Stop Bullies Say GO, Teachers Say NO Bullies Say YES
Stop Bullies Stop
I have been bullied and it does not feel good
It does not feel good
It feels like your nothing it feels like you are worth nothing.
Stop bullies Stop
This is still happening to kids
Some kids get bullied every day and it does not feel good
Stop Bullies Stop!

I have chosen bullying because kids still get bullied at school and in their neighborhood. At my school kids get bullied a lot and it is a big deal in my school. Now in my school if you are bullying you are suspended. And some kids hurt themselves because of bullying. I would influence others with my lyrics and my experience that I just told in my song. I would like this song to be for every child up until adulthood.

Lesson Plans

TEACHER NAME		Lesson #
Shada Baldwin		1
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Social Studies	Grades 3rd-5th
CONCEPTUAL LENS		LESSON TOPIC
Influence		Songs and Society
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>Social Studies 3.H.2 Use historical thinking skills to understand the context of events, people and places. 4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina. 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.</p> <p>English/Language Arts W.3.7 Conduct short research projects that build knowledge about a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Music Education 5.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States. 4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina. 3.CR.1.2 Understand the relationships between music and concepts from other areas.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Art influences society		How does art influence society?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
Students will know what we can learn from music. Students will know the role of music in society. Students will know what responsibilities songwriters have to be able to use their platform for positive change. Students will know why the viewpoint of a songwriter is relevant. Students will identify important historical events in songs. Students will know what is a lyric and metaphor. Students will know the meaning of: The Roaring Twenties, The Noble Experiment, Temperance, Prohibition, Henry Ford, Jazz, Flappers, We Shimmied, danced the Charleston and did the Lindy Hop, Era of Wonderful Nonsense, Duke Ellington, Langston Hughes and the Harlem Renaissance.		Students will be able explain how music evokes feelings and emotion. Students will be able to analyze relationships between music and culture. Students will be able to critically examine song lyrics for themes and messages. Students will be able to express a personal viewpoint or message about a tolerance-related issue through music.

GUIDING QUESTIONS			
<i>What questions will be asked to support instruction?</i>			
<i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ol style="list-style-type: none"> 1. How many of you like listening to music? What can you say about the types of music you listen to? 2. What is your favorite song? Why? 3. Why would you choose to listen to music? 4. What is a lyric? 5. What is metaphor? 6. What does it mean for something to be relevant? 7. How can music put you in a certain mood? 8. What are some factors that influence people's behavior? 9. What songs have influenced you? 	<ol style="list-style-type: none"> 1. What makes a song "good" in your opinion? A good sound? Interesting words? 2. What are some songs where the songwriter is trying to share a particular message? 3. What metaphors can you identify in the song? 4. What influence do you think McCartney was trying to have through this song? 5. How is this same message important or relevant in today's society? 6. How did the Harlem Renaissance Influence African American culture? 7. What was the purpose of the poem written during the Harlem Renaissance? 8. How did the artists of the Harlem Renaissance use music to influence society? 9. How was the changing image of women in the 1920s symbolized? 10. Why was the Harlem Renaissance important to American society? 	<ol style="list-style-type: none"> 1. Was there a similar message in these songs? 2. Given the fact that both songs were written in different decades, what conclusions can you draw about the messages? 3. What factors influence music? 4. What can we learn from music? 5. What responsibilities do song writers have to use their platform for social change or influence? 6. How do you think songwriters or singers could use their platform to create a better world? 7. Why is the viewpoint of a songwriter important? 8. How do you think musicians can influence through music? Can they shape history? 9. What other singers, groups, songwriters should use their music to influence? 10. Why do you think that people your age are inspired and moved by the music they listen to? 	
DIFFERENTIATION			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
The songs for this lesson illustrate complex themes.		Students can choose from 2 products which allows them to have choice.	
PLANNED LEARNING EXPERIENCES			
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>			
<p>Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.</p> <p>Icebreaker: Name Chain: Students will introduce themselves to the group by adding a word that describes them based upon the first letter of their name. For example, "I am Smart Sarah," or "I am Jumping Jack." Students will introduce themselves, and the person to your right. The person to your right repeats previous introductions, and introduces the person to their right. Continue with the next person to the right, until all names have been repeated. This activity will help students learn each other's names. The teacher will then ask the students to think of songs that makes them happy, sad, or think of family. The teacher will record the student's answers and play a snippet of</p>			

each song. As a class, we will discuss the pre-lesson questions. The teacher will call on different students to respond to the questions and record them on the board. The teacher will create a list of all the students' favorite songs. The teacher will ask, "Do we share similar or different choices? Why might that be? Is it okay to have different musical choices than your friends? Would you be willing to listen to a new song if a friend recommended it? How have your favorite songs influenced you?"

Teacher will distribute a copy of the lyrics to the song "Ebony and Ivory". The teacher will inform the students a little background information about Paul McCartney before starting by saying, it was written in 1982 by Paul McCartney, one of the original Beatles. The Beatles was a popular band from Liverpool United Kingdom formed in 1960. They became widely regarded as the greatest and most influential act of the rock era.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

While working in groups, students will read the lyrics to the song. After they have read the lyrics the teacher will tell students to write a few sentences about what they think the message of the song is and ask the students to identify any metaphors in the song. What is the metaphor for Ivory? Ebony? What influence do you think McCartney was trying to have over society through this song? Do you think the message would be important or relevant in today's society? Why or why not?

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher will explain the meaning of Ebony and Ivory and the meaning of the song while adding to what the students have already stated. Ebony means black and Ivory means white keys on the piano. The song deals with integration and racial harmony on a deeper level. Paul McCartney originally conceived this idea for the song after watching an English comedian named Spike Milligan on a TV show playing a segregated piano, on which the white and black keys were apart in order to demonstrate how one couldn't work without the other.

The teacher will introduce the next song by explain the meaning of the Roaring Twenties. The Roaring Twenties is a phrase used to describe 1920's America. It shows the period's social, artistic, and cultural dynamism. Along with the song is some vocabulary that will introduce the students to meanings of terms in the song.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

The teacher will distribute song lyrics to another song, The Roaring Twenties. Students will use a Song Analysis handout to use the same strategies as before to read. The students will read the song, and review the vocabulary mentioned at the bottom of the song. The students will use this information to name and explain 3 things that occurred in the 1920's while finding any metaphors found in this song. During lesson questions will be asked at this time. The teacher introduces the student product at the end of the lesson. Students may choose to work in groups to complete the product. They can choose from 1 of the following products:

1. Research songs that were written during periods of unrest in American or North Carolina history such as the Civil Rights Movement, Iraq War, The Great Depression, etc. Create a timeline of influential songs.
2. Create a T-chart labeling the headings influence and motivate. Explain how songwriters can **influence** and **motivate** those who listen to their music to act, change or learn.

When groups have finished or have come to a good stopping point, the teacher will ask Post Lesson Questions. Students will volunteer to answer and feedback from multiple students and the teacher will be discussed.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher asks questions to the students about what they have learned during the lesson. The teacher will say, tell me something you found out through your group discussion and investigating of the lyrics to the songs. Tell me

something that surprised you and why did it surprise you. Tell me something that you would want to share with a friend or family member. The teacher will call on students to answer questions. Students will be given a sticky note on which to write a response. The teacher will say: Based on what we have learned today, answer the following question: How does art influence society? They will place the sticky note on a piece of chart paper titled Exit Ticket.

[Lesson 1 Summer 2015 Powerpoint.ppt](#)

[Lesson Plan 1/Ebony and Ivory by Paul McCartney-Shada Baldwin.doc](#)

[Lesson Plan 1/Roaring Twenties © Copyright 2010 Shada Baldwin.doc](#)

[Lesson Plan 1/Song Analysis sheet.pdf](#)

[Lesson Plan 1/Vocabulary-Roaring Twenties Shada Baldwin.doc](#)

TEACHER NAME		Lesson #
Shada Baldwin		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	Social Studies	3rd-5th
CONCEPTUAL LENS		LESSON TOPIC
Influence		Music Mirrors
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>Social Studies 3.H.2 Use historical thinking skills to understand the context of events, people and places. 4.C.1.2 Explain how the artistic expression of various groups represents the cultural heritage of North Carolina. 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.</p> <p>English/Language Arts W.3.7 Conduct short research projects that build knowledge about a topic. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>Music Education 5.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of the United States. 4.CR.1.1 Understand how music has affected, and is reflected in, the culture, traditions, and history of North Carolina. 3.CR.1.2 Understand the relationships between music and concepts from other areas.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding?)</i>
<i>Art influences society</i>		<i>How does art influence society?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> • "A Change is Gonna Come" by Sam Cooke was inspired by an event that happened in his life. The song was inspired by various personal events in Cooke's life, most prominently an event in which he and his entourage were turned away from a whites only motel in Louisiana. Cooke felt compelled to write a song that spoke to people and the struggle of those around him. • Learn about segregation • "Staying Alive" by the Bee Gees discuss survival in the streets of New York. By the 1970, the city gained notoriety for high rates of crime and other social disorders. The city's subway system was regarded as unsafe due to crime and suffered frequent mechanical breakdowns. Homeless persons and drug dealers occupied boarded-up and abandoned buildings. • We Are the World was written to support famine in Africa and the proceeds from the song were donated to a new organization called United Support of Artists for Africa (USA for Africa). The non-profit foundation would then feed and relieve starving people in Africa, specifically Ethiopia, where around one million people died during the country's 1983-1985 famine • Toby Keith's " American Soilder" talks about 9/11 and describes the duty of an American Soilder. 		<p>Students will be able to.....</p> <ul style="list-style-type: none"> • Analyze through discussion an aspect of popular music from the 1960's, 1970's, 1980's and 2000's. • Develop an awareness of the functions of music in society • Understand how music both reflects and affects societies

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ul style="list-style-type: none"> • What is reflection? • What do we mean when we say "reflect"? • What are some things that cause reflection? • What is segregation? 	<ul style="list-style-type: none"> • What can we, as amateur historians conclude about society at that time? • What culture is being reflected in this song? 	<ul style="list-style-type: none"> • What did you learn from this seminar? • How did you feel about this seminar? • How does art influence society? • How does this song reflect the culture of this time period?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	<p>Students will participate in Socratic Seminar. Students will facilitate the seminar themselves and will be creating questions that maintain the integrity of the seminar.</p>		<p>Students will work in a variety of environments in this learning experience; independently, small group and seminar.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the room, the teacher will have the National Anthem Playing in the background and dressed patriotically. The teacher will begin the lesson by asking students to list as many functions or purposes of music that they can think of on a sheet a paper. Once they have created their list they will listen to the National Anthem song. After the song students will discuss as group what they have put on their list and discuss what does the National Anthem reflect or what purpose does it serve. The teacher will explain to students that music is used as a mirror and have students think about why that is as they move through this activity. What is reflection? What do we mean when we say "reflect"? What are some things that cause reflection?

The teacher will explain to students that they will be doing a Socratic seminar method. The seminar was named after Socrates, who used questions to teach students. The teacher will explain that the teacher's role is to be a silent facilitator and they should not look at teacher for justification or a change of direction for the discussion. The guidelines will be explained and posted which are: Be prepared to participate, don't raise hands, refer to the text, comments must be appropriate/respectful/focused, listen to each other. Students will debrief the text as a group after close reading. After that students will participate in the seminar.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher will do an example of close reading using The National Anthem, which was used in the engaged and connect section. After the close read, students will be arranged into 2 groups of 2-4. Each group will be assigned a decade beginning with 1950-2000. Each group will receive music lyrics to a song that represents their decade. The students will read the lyrics in their groups silently using close reading. Students will make notes where needed, underline important points and form open-ended questions relating to the text. Once students have had time to read and make notes on their lyrics, the teacher will pass out three strips of paper to each student and they will write their name of them. When a student wants to make a comment, he or she will drop a slip of paper on the floor inside the circle. (this all depends on the number of students in the class, the numbers may change and the outer circle may not occur).

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher will give a synopsis about the events in each time period. Each group will use this information to help them think about what time period did their song come from and how does the song reflect or affect the culture of the time period. Students will have 20 minutes to talk and discuss the text. The teacher will give them an open ended question to begin with: What can we as amateur historians,

conclude about society at that time? Students will discuss their findings and questions related to the lyrics and discuss what was going on in their time period.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

After the twenty minutes are up, students will come back together to debrief. The teacher will take up the name strips and pass out three more. Students will now do a second seminar discussion. The same guidelines will apply. The teacher will break the students up into different groups and assign another song lyric from a different time period. Students will close read. After students have close read, they will have 20 minutes to discuss the lyrics. The teacher will provide a question for them to build off of: What culture is being reflected in this song?

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will reflect by answering the following questions as a ticket out of the door: How did you feel about this seminar? How does this song reflect the culture of this time period? How does art influence society? How does music mirror?

The teacher will introduce the performance task to students by explaining what to do and handing out the assignment for them to look over. The teacher will answer any questions that the students may have about the assignment. The students will have time to formulate ideas and brainstorm to begin the assignment.

Assessing Students

Did students use all of their slips?

Did they answer the questions thoroughly?

Did they look to teacher less and less for guidance during the discussion?

[Lesson Plan 2/A Change Is Gonna Come lyrics S.Baldwin.doc](#)

[Lesson Plan 2/Staying Alive lyrics-S.Baldwin.doc](#)

[Lesson Plan 2/We are the world song lyrics-S. Baldwin.doc](#)

[Lesson Plan 2/American Solider song lyrics-S.Baldwin.doc](#)

[Lesson Plan 2 Summer 2015-Powerpoint.ppt](#)

TEACHER NAME		Lesson #
Shada Baldwin		3
MODEL	CONTENT AREA	GRADE LEVEL
	Social Studies	3rd-5th
CONCEPTUAL LENS		LESSON TOPIC
Influence		What is the history behind songs?
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
Social Studies: 3.H.2 Use historical thinking skills to understand the context of events, people, and places.		
English/Language Arts		
W3.7 Conduct short rearch projects that build a knowledge about a topic.		
W.4.8 Recall releveant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		
Music Education		
5.CR1.1. Understand how music is affected, and is reflected in, the culture, traditions, and history of the United States.		
3.CR.1.2 Understand the relationships between music and concepts from other areas.		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Art influences society		How does art influence society?
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know:</p> <ul style="list-style-type: none"> Billy Joel used events, terms, and people associated with certain time period in history to create lyrics. The song "We didnt start the fire", is a collection of words and phrases focsued on historical events, people, and places. How to identify important historical events in songs. 		<ul style="list-style-type: none"> Analyze a song crtically to examine the subject addressed Identify the people, places and events addressed in a song Research information presented in song lyrics Intrepert song lyrics based on contextual clues and research information Chart their research using a graphic organizer Determine keywords and evaluate effectiveness of a text or website
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What were some of the events that were mentioned in the song? Has anyone ever heard of Billy Joel? What are some other songs that Billy Joel has wrote?</p>	<p>Why do you thnk these events were selected? What events do you think were left off? Why?</p>	<p>How does art influence society?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
		Students will be able to choose 1 out of 3 products.	Students will be working together collaboratively.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher will play a YouTube clip from Schoolhouse rock called the The Preamble.

<https://www.youtube.com/watch?v=yHp7sMqPL0g>. The teacher will ask what were some the events that were mentioned in the song.

After the video clip is over the teacher will begin by asking the students if they can think of any songs-classic or contemporary that discuss history and times passed. Students will share many titles and musical genres as possible. The teacher will explain that they will be listening to songs that discuss historical events, discovering meaning, and the history involved.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Teacher will play the song "We Didn't Start the Fire" by Billy Joel by showing the music video. Students will be asked if they ever heard of Billy Joel and if what are some other songs he has wrote. If no one knows, the teacher will provide students will a few titles and samples of songs he has written. After the song has played the students will have a piece of paper that they will fold into fourths. The columns on the paper will be labeled with the following headings: People, Places, Events and Uncertain.

The teacher will play the song again and students will jot down as many people, places, and events as they can as they listen to the song. After the song concludes, the teacher will ask students to share and discuss the items that they have identified as they listened to the lyrics. Students will listen to the song a third time, this time with the lyrics. The teacher will distribute the lyrics to the students and allow them time to read and think about the lyrics.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher will explain how Billy Joel used events, terms, people associated with a certain time period in history to create lyrics for this song. Except for the chorus, the song is a collection of words and phrases focused on historical events, people, and places. The students will be asked to share what they know about the information in the song and if they know why the lyrics are divided where they are. The teacher will ask, "Why do you think these events were selected? And What events do you think were left off? Why?"

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be divided into groups and be assigned a section of the song. Students will determine the relevance of each of the words and phrases in their section of the song. Students will be researching to find each event, person, and place an approximate date, location, significance in history, and any contemporary connection. All of this information will be recorded in a chart that will be given to them. The teacher will assist the students as they research. If time permits, students will share what they find and share any trivia related to the events, people and places. Teacher will ask, "How does art influence society?" As a class, students will discuss the answers as a group.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will present their findings.

Students will continue to brainstorm and formulate ideas for their performance task.

[Lesson Plan 3 summer 2015-powerpoint.ppt](#)

[Lesson Plan 3/We Didn't start the fire-S.Baldwin.doc](#)

TEACHER NAME		Lesson #
Shada Baldwin		4
MODEL	CONTENT AREA	GRADE LEVEL
Problem-Based	English/Language Arts/Music Education	3rd-5th
CONCEPTUAL LENS		LESSON TOPIC
Influence		Performance Task
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>English/Language Arts RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI 4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Music Education 3.CR.1.2 , 4.CR.1.2, 5.CR.1.2 Understand the relationships between music and concepts from other areas.</p>		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Art influences society</i>		<i>How does art influence society?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> Review how art influences society Understand issues in their community and/or school Ways to resolve the issue through influence Writing in complete sentences to form a paragraph 		Students will use: <ul style="list-style-type: none"> Content knowledge from previous lessons Acquire critical thinking, decision making, problem solving, and self learning A positive attitude as they work individually to complete their performance task

GUIDING QUESTIONS			
<i>What questions will be asked to support instruction? Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ul style="list-style-type: none"> • In the song I have just wrote, what is the issue? • What is the reason why I care? • How did I influence others about the issue? 	<ul style="list-style-type: none"> • What issue did you pick? • Why is this important to you? • How do you intend to influence others? 	<ul style="list-style-type: none"> • What was an historical event you discover during your research of the songs? • What have you learned about how art influences society? • How are songs a good way of expression? • Overall, how did you like this class? 	
DIFFERENTIATION			
<i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
		<p>Students will be creative when writing their songs and designing thier CD cover.</p>	<p>The teacher will facilitate the students during assignment and studens will independently complete the product on their own.</p>

PLANNED LEARNING EXPERIENCES
<i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i>
<p>Engage and Connect - <i>This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.</i></p> <p>As students are entering class, the teacher will play various songs from Kidz Bop on Pandora. After they have settled in, the teacher will pause the station to go over the Performance task with the students. The teacher will read it again. After that, the teacher will begin to type an example of the performance task on the board. The teacher will explain the expectations of using time wisely to complete the task on time.</p> <p>Explore - <i>In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.</i></p> <p>As the teacher is writing the performance task, students will be asked to help finish the song and answer the following questions: In the song I have just wrote, what is the issue? What is the reason why I care? How did I influence others about the issue? These questions will assist students in guidance to writing their own performance task.</p> <p>Explain - <i>Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.</i></p> <p>Students will be asked the following gustions as they work on their performance task: What issue did you pick? Why is this important to you? How do you intend to influence others?</p> <p>Elaborate —<i>Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways</i> Students will be working on their performance task:</p>

The city of Winston Salem is hosting a talk show called CHANGE and is looking for songs that brings awareness to issues that often go unnoticed in local communities and schools. Because you have learned that music and songwriters influence society, you have been selected by your school to select an issue in your school or community. You are to imagine that you are a singer or songwriter who desires to use music to influence others around the issue.

Write a paragraph about the song that includes: 1) the issue you have chosen 2) an explanation as to why it's important to you and relevant in your school or community and 3) how you intend to influence others using music/song. You will compose lyrics for your song that expresses the message you want to share and create a CD cover that further illustrates your message.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

At the end of class, the teacher will ask the students the following: What was an historical event you discover during your research of the songs? What have you learned about how art influences society? How are songs a good way of expression? Overall, how did you like this class?

[Performance Task 1-Summer 2015.docx](#)

Unit Resources

AZ Lyrics: Lyrics collection organized by artists alphabetically.

<https://www.azlyrics.com/>

History: Historical information ranging from Great Speeches to facts about This Day in History.

<http://www.history.com>

History Tunes: was founded by two New York City public school teachers who saw a need for an alternative way for students to learn US History. These songs are based on National Social Studies Standards. They are designed to enhance student learning of American History and to help students pass standardized tests.

<http://historytunes.com/The%20Roaring%20Twenties.php>

North Carolina Essential Standards: The standards that are used in North Carolina in Arts, World Languages, Social Studies and Science. It is designed to support teachers in their understanding of the common core and essential standards.

<http://www.ncpublicschools.org/acre/standards/new-standards/>

Read Write Think: provides educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in free materials.

<http://www.readwritethink.org>

Wiggins G.P., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units* Alexandria, VA: Association for Supervision and Curriculum Development

This book offers guidance in creating curriculum units and assessments that focus on developing students' understanding of important ideas.

Wikipedia: a multilingual, web-based, free-content encyclopedia project supported by the Wikimedia Foundation and based on a model of openly editable content. Wikipedia is written collaboratively by largely anonymous volunteers who write without pay.

<https://en.wikipedia.org>

Youtube: Launched in May 2005, YouTube allows billions of people to discover, watch, and share originally-created videos. YouTube provides a forum for people to connect, inform, and inspire others across the globe and acts as a distribution platform for original content creators and advertisers large and small.

<https://www.youtube.com>