

UNIT OVERVIEW

Unit Length	Complete Unit is four weeks with lessons planned for hour-long class periods The lessons below (lessons 11-14 from the unit) may be completed in one week.
Grade Level(s)/Subject(s)	Grades 5-8 - implemented with 6th grade
Unit Overview	<p>The Walking Democracy Unit is designed to expose students to the history of The Great Migration, including how migration by Black people out of the Jim Crow South would later contribute to the Civil Rights Movement and the March on Washington for Jobs and Freedom. Using a curated collection of primary sources, video clips, and teaching resources, students will dive deeply into the history of The Great Migration while following the story of Langston, the protagonist of the novel <i>Finding Langston</i> by Lesa Cline-Ransome. This unit has been designed with a project-based model to build foundational skills in English Language Arts while providing students multiple paths to competency, including writing, photography, and song.</p> <p>The following lessons (lessons 11-14 of the full unit) focus on the cultural and creative traditions that were carried northward as people migrated in the lead up to the March on Washington. These lessons also explore how these traditions were expressed on the day that thousands gathered on the National Mall. In these lessons, students will analyze the meaning of song lyrics, speeches, and photographs that reflect the role of creative expression in powering a movement. Please note that these lessons are taught in conjunction with the novel <i>Finding Langston</i>, and references will be made in the lessons to ongoing work students complete for the novel study. In the following five lessons, students will develop skills in close reading, word choice, literary and photographic analysis, historical reasoning, reflection, and charitable argumentation.</p>
Objectives & Outcomes	<p>Students will be able to...</p> <ol style="list-style-type: none">1. Explore how different forms of creative work express power.2. Analyze how music expresses culture and tradition.3. Closely read lyrics and speeches for language patterns and repetitions.4. Analyze writing, including song lyrics, to look for themes and determine the meanings of words and phrases, word choice, meaning and tone.5. Compare the tone of written and spoken language.6. Analyze images and engage in inquiry related to different source materials.

Standards	<p>Common Core Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.4 : 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.</p> <p>CCSS.ELA-LITERACY.CCRA.R.5 : Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCSS.ELA-LITERACY.CCRA.R.6 : Assess how point of view or purpose shapes the content/style of a text.</p> <p>CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p>
Facilitation Resources	<p>Videos: Edpuzzle video: Migrations The Roots perform “Ain’t Gonna Let Nobody Turn Me Around” “Wade in the Water” performed by Sweet Honey in The Rock Edpuzzle video: “Eyes on the Prize” documentary clip from PBS [.pdf] [.docx] “Turning The Lens On Renowned 60s Photographer Rowland Scherman” from <i>KPBS Public Media</i> March on Washington Rowland Scherman Photography</p> <p>Texts: Born on the Water by Nikole Hannah-Jones and Renee Watson,</p>

	<p>illustrated by Nikkolas Smith</p> <p>Excerpt from “The Birth of American Music” by Wesley Morris from <i>The 1619 Project</i> with Tiered Vocab [.pdf] [.docx]</p> <p>Printed copies of Songs of the Civil Rights Movement Lyrics and Questions [.pdf] [.docx]</p> <p>What Martin Luther King Jr. Said MLK TIME</p> <p>Brief Bio: Dr Martin Luther King Jr. MLK [.pdf] [.docx]</p> <p>Speech by Dr. Martin Luther King Jr. for the March on Washington (print each page individually, not back to back) [.pdf] [.docx]</p> <p>Teaching Materials</p> <p>Worksheet: Reflection on Music and Traditions [.pdf] [.docx]</p> <p>Worksheet: The Civil Rights Movement Overview from "Eyes on the Prize" Episode 4</p> <p>Image Observation Sheet [.pdf] [.docx]</p> <p>Walking Democracy: The Question Matrix slideshow</p> <p>Additional Materials</p> <p>Found Poem Instructions from Readwritethink.org</p> <p>Google Classroom Discussion Board or similar</p> <p>Music Department Support or Guest Musicians</p> <p>Edpuzzle Learning Platform</p> <p>Document camera and projector for read aloud of <i>Born on the Water</i></p> <p>Class set of the novel Finding Langston by Lesa Cline-Ransome</p>
Performance Tasks	<ol style="list-style-type: none"> Students will answer the following two discussion board prompts and reply to responses from other students in the learning community: <i>“Much of the music of the Civil Rights Movement is culturally carried from the days when Black people were enslaved. The Great Migration allowed for some of this music to come to life. Think about the power of this music.”</i> <ul style="list-style-type: none"> What were the hopes of the Great Migration? At the time of the Civil Rights Movement, had these dreams come true? When songs were sung during the Civil Rights Movement, how did they help people to express desires for freedom and equality? Students will participate in analysis of song lyrics and performance of protest songs in class. Students will analyze the speech made by Dr. Martin Luther King, Jr at the March on Washington, and then they will collaborate on creating a found poem based on text from that speech. Students will complete an analysis of the photography of Rowland Scherman and the illustrations of <i>Born on the Water</i> and complete in exit ticket evaluating how they could use photography to reflect the theme, “power.” Students will write a written reflection on how music and tradition impacts the human journey.

Walking Democracy: The Power of Creativity During the Great Migration to the March on Washington

Cape Cod Lighthouse Charter School

part of the 2022 cohort of *The 1619 Project* Education Network

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Assessment/Evaluation	<ol style="list-style-type: none">1. Students will be formatively assessed on their discussion board comments, and their responses to their classmates, through written responses by the teacher and other students (I like your answer because...).2. Students will be formatively assessed on the found poems they create in class.3. Students may be formatively assessed on their photography analysis statements.
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DAILY LESSONS AND RESOURCES

Day 1

Lesson Objectives or Essential Question(s)
<p>In the following lesson, students will...</p> <ul style="list-style-type: none">• Discuss how music is a cultural tradition• Closely read song lyrics for language patterns and repetitions• Analyze lyrics from songs sung during The Civil Rights movement for themes
Lesson Materials & Resources
<p>Edpuzzle video: Migrations</p> <p>Printed copies of Songs of the Civil Rights Movement Lyrics and Questions [.pdf] [.docx]</p> <p>The Roots perform Ain't Gonna Let Nobody Turn Me Around</p> <p>Excerpt from “The Birth of American Music” by Wesley Morris from <i>The 1619 Project</i> with Tiered Vocab [.pdf] [.docx]</p> <p>Google Classroom or similar student message board for discussion questions</p> <p>FURTHER DIFFERENTIATION:</p> <ol style="list-style-type: none">1. Access to tiered vocabulary for the Wesley Morris excerpt, reduce content on the page2. Kinesthetic and movement opportunities during learning.3. If using video resources, closed captioning and enlargement of screen view is recommended.
Lesson Activities
<p>Warm Up: Watch the Edpuzzle video, “Migrations: The Great Migration.” to introduce students to music from The Great Migration. Discuss and explore types of migration they have studied previously (in a social studies class, for example). Can students name different types of migration and the motivations? What emotions might be connected to experiences of migration? How might a song be an outlet for those emotions?</p> <p>Lesson: Educator says, “In class today, we are going to explore the origins of the music of this time period. We will also look at protest songs from The Civil Rights Movement and their history. We will even try to sing one song together.</p> <p>Now, I’d like you to skim over the sheets of lyrics in the worksheet “Songs of the Civil Rights Movement” (see resources above). Highlight or underline anything that is repeated in the lyrics. What do you notice about the language and about the patterns in the songs?</p>

(Responses could be about lots of repetition, simple lyrics, repetition of refrains, call and response, energy in the music)

Let's listen to "Ain't Gonna Let Nobody Turn Me Around." You can follow the lyric sheet or just listen. This performance is by The Roots.

What did you notice? How did the music make you feel? How are the ideas in the Edpuzzle we watched at the start of class reflected in the songs?"

As students review the lyrics, guide them to respond to the accompanying questions in the "Songs for the Civil Rights Movement" lyric sheet. Share, "Together, we will read an excerpt from the article, "The Birth of American Music" by Wesley Morris for *The New York Times*. We are going back to the roots of African American music, looking at how people who were enslaved expressed their hopes and dreams. Let's get to reading and discussing. As we read, we will be pausing to turn and talk with our neighbors."

Wrap Up

Lead a full-class discussion with students about their observations from the article. Work with them to discuss the following questions:

1. Where do you think traditions from African American music show up today in what we listen to?
2. In what ways do current day musicians express emotions, hopes, and frustrations through their songs?

Day 2

Lesson Objective(s) or Essential Question(s)
<p>In the following lesson, students will...</p> <ul style="list-style-type: none">• Identify how music expresses culture, and how music can be a cultural tradition• Determine different moods in protest songs• Reflect on the hopes and dreams of people during The Great Migration, and evaluate if those ideals have been realized
Lesson Materials & Resources
<p>A copy of Born on the Water by Nikole Hannah-Jones and Renee Watson, illustrated by Nikkolas Smith “Deep Waters: Wade in the Water” by Fiona McQuarrie, which was originally published in Shindig! The Roots perform “Ain’t Gonna Let Nobody Turn Me Around” “Wade in the Water” performed by Sweet Honey in The Rock OR a guest music teacher Printed copies of Songs of the Civil Rights Movement Lyrics and Questions [.pdf] [.docx] Worksheet: Reflection on Music and Traditions [.pdf] [.docx]</p> <p>FURTHER DIFFERENTIATION:</p> <ol style="list-style-type: none">1. Prompted oral reflection on text-to-self connections to contextualize lesson to learners’ lives (e.g. the role of music and traditions in each student’s life can be an all-class discussion)2. Extension activity for music departments: Two Songs Lesson, pt. 2 [.pdf] [.docx]
Lesson Activities
<p><u>Warm Up</u></p> <p>Read aloud <i>Born on the Water</i> from beginning through the start of the chapter, “And They Danced,” and then discuss. Focus on chapter one where the student is questioning her grandmother. Ask, “Why does she feel uncomfortable?”</p> <p>As you read the beginning of the book, ask students to consider what cultural traditions the grandmother shares through the story of her ancestors. Ask, “Can you connect these traditions with the idea of protest that we discussed yesterday?”</p> <p><u>Lesson</u></p> <p>“Today we will be talking about ‘Ain’t Gonna Let Nobody Turn Me Around’ from yesterday’s lesson.”</p> <p>Draw in parallels to the article “The Birth of American Music” and the idea of protest. Ask the students: “What do you think people who were singing this song together were feeling?”</p> <p>Explain that students will get to know today’s song, “Wade in the Water,” by reading over the song sheet</p>

before singing “Wade in the Water” together. This song has a long history (see article above) that helps to explain its power. Ask students to predict where and when a song like this one might have been sung. Then, the teacher could share the article above or share details from the article.

Share the song with the students (the video, or introduce your musical guest here).

Then, hand out the lyrics so students can sing along. Tell them: “As you listen, be thinking about what you learned yesterday about music and musical traditions. Think about that little girl sitting in the front of the classroom, wondering about the history of her family. What joy can we reclaim when we sing these songs together? What parts of the past are we upholding?”

Wrap Up

Google Classroom Bulletin Board Questions for students (choose one, then reply to at least one classmate):

Much of the music of the Civil Rights Movement is culturally carried from the days of enslaved peoples. The Great Migration allowed for some of this music to come to life. Think about the power of this music.

1. What were the hopes of the Great Migration? At the time of the Civil Rights Movement, do you think that these dreams had come true?
2. When songs were sung during the Civil Rights Movement, how did they help people to express desires for freedom and equality?

Day 3

Lesson Objective(s) or Essential Question(s)
<p>In the following lesson, students will...</p> <ul style="list-style-type: none">• Build understanding of the life of Dr. Martin Luther King, Jr.• Analyze speechwriting to determine the meanings of words and phrases, word choice, meaning and tone in a speech
Lesson Materials & Resources

[What Martin Luther King Jr. Said | MLK | TIME](#)

Brief Bio: Dr Martin Luther King Jr. MLK [\[.pdf\]](#) [\[.docx\]](#)

Speech by Dr. Martin Luther King Jr. for the March on Washington (print each page individually, not back to back) [\[.pdf\]](#) [\[.docx\]](#)

[Found Poem Instructions](#) from Readwritethink.org

Black markers and scrap paper to protect the desks from marker

FURTHER DIFFERENTIATION:

1. Summarize overview of contents of the speech, then reduce content on the page to excerpt of speech
2. Closed caption the video for students requiring language support

Lesson Activities

Warm Up

Activate students' prior knowledge about Dr. Martin Luther King, Jr. What do students know about this man and his work? How was his form of protest different from a song? How was it the same?

Lesson

"Today we will examine work by Dr. Martin Luther King, Jr., a well-known activist during the Civil Rights Movement. We will read a short biography about Dr. King, listen to some information about his famous speech during the March on Washington, and then do a close analysis of that speech using the tools of found poetry.

Let's popcorn-read a brief bio of his work.

Next, we will listen to some people who were at the March on Washington talk about the day and the speech."

Watch the [short video](#) from *TIME* to get an idea of the day, including what it looked like and felt like to be there. Please remember that this is a very short summary of his accomplishments.

Next, students will read an excerpt from the Speech by Dr. Martin Luther King Jr. for the March on Washington together to look for the poetry in his words. Share that, "...Our final job today is to create found poetry from the text of the speech. Found poetry is about finding the most powerful words in the text to send a message in poetic form."

If there is access to a document camera or smartboard, guide students through the process of creating found poetry using text from the first page of the speech. Then, allow them to continue the work independently on the second page of the doc.

Follow these steps, [which are also outlined here](#):

1. Read through the text of the speech again, highlighting any words or images you would like to include in your poem. You are looking for between 50-100 words
2. On a separate piece of paper, write up the words or lines that you have chosen in order.

3. Now, you want to cut your words in half. Get rid of any word that doesn't create a strong idea, visual, or emotion in your found poem.
4. Do a little light editing, for tense, plurals, possessives, etc.
5. Read the poem aloud. How does it sound? Poem still not flowing? You may add up to TWO words
6. Edit your draft one more time and add a title of your own. Be sure to add the origin of the words, (e.g. adapted from Martin Luther King, Jr.'s "I Have a Dream" speech) Print a copy!

Wrap Up

Students share a favorite line from their new poems with a partner. Next, students engage in a discussion using the following questions:

- What message is your poem sending?
- Do you think you, as a poet, have reflected the original author's purpose?

Day 4

Lesson Objective(s) or Essential Question(s)
<p>In the following lesson, students will...</p> <ul style="list-style-type: none">• Use video and text to understand historical event• Analyze speechwriting• Compare the tone of written and spoken language
Lesson Materials & Resources
<p>Worksheet: The Civil Rights Movement Overview from "Eyes on the Prize" Episode 4 Edpuzzle video: "Eyes on the Prize" documentary clip from PBS [.pdf] [.docx] Worksheet: Reflection on Music and Traditions [.pdf] [.docx]</p> <p><u>FURTHER DIFFERENTIATION:</u></p> <ol style="list-style-type: none">1. Offer options for expression of knowledge. Students can create further questions, answer thematic questions, free write, write with prompts, or draw for five quite minutes in response to the film before group sharing2. Closed captioning should be turned on for students who would benefit from this support.
Lesson Activities
<p><u>Warm Up</u></p> <p>Discuss: What does it mean to protest? How can a protest be an adjective, a noun, and a verb? How have you seen songs contribute to the goals of protests?</p> <p><u>Lesson</u></p> <p>"Our work today is a closer examination of the March on Washington for Jobs and Freedom. First, we will read some background information about the March using the worksheet, " The Civil Rights Movement Overview from "Eyes on the Prize" Episode 4." Then, we will watch a video clip together from the PBS documentary, "Eyes on the Prize"</p> <p>The video may be disturbing to some of you. The Civil Rights Movement had moments of great cruelty. You will see children being sprayed with fire hoses, dogs being used to scare people, and many people being sent to prison. All of these things happened in our nation's history. Let's talk about them here so that, together, we can understand them better.</p> <p>Here are some questions to think about before we watch:</p> <ol style="list-style-type: none">1. What was the goal of the protest?2. Who joined the march?3. What was the biggest fear for the organizers of the protest?4. Was this fear justified? "

Watch Edpuzzle clip from, “Eyes on the Prize.” Stop for guiding questions and answer with the whole class. At the close of the film, students will respond to the content by posing their own further questions, answering guiding questions in more detail, or sketching a response.

Wrap Up

Students respond to the questions in the worksheet Reflection on Music and Traditions in the Human Journey. Quiet written reflection on this topic is important, then sharing with small groups. Pull the class together at the end to share before sending them out with these images and new understandings.

Day 5

Lesson Objective(s) or Essential Question(s)
<p>In this lesson, students will...</p> <ul style="list-style-type: none">• Use primary source interviews to integrate information around a historical event.• Analyze primary source photographs• Engage in collaborative discussion to interpret information
Lesson Materials & Resources
<p>“Turning The Lens On Renowned 60s Photographer Rowland Scherman” from KPBS Public Media March on Washington Rowland Scherman Photography Image Observation Sheet [.pdf] [.docx] Walking Democracy: The Question Matrix slideshow</p> <p><u>FURTHER DIFFERENTIATION:</u></p> <ol style="list-style-type: none">1. Provide models with vocabulary choices to guide students through analysis of photographs, including a word bank to be used for the question matrix work2. Students may choose to complete the image observation sheet or the question matrix for classwork
Lesson Activities
<p><u>Warm Up</u></p> <p>Using sticky notes, have students draw an image of what they believe will be the most important part of this school day. Discuss and create a board that represents images of importance for today at school.</p> <p><u>Lesson</u></p> <p>“Today, we will be learning about the photographer Rowland Sherman. Just like videos, songs, and speeches can provide us with a historical record, photographs can also do this kind of work. Sherman’s photographs from the March on Washington will be the focus of our analysis today, but we’ll sit down and listen to the words of the photographer first.</p> <p>Photographs can be used to capture historical events in ways that other mediums, like sketch art or writing or even film, cannot. Listen to the words of the photographer as he explains what he tries to capture in his photos, and what that day in Washington DC so many years ago meant to him.”</p> <p>Play an interview with the director of a film about Rowland Scherman.</p> <p>Next, analyze one of his photos together. “We’ll use an image that is not part of Sherman’s March on Washington collection, just so we can test our powers of observation. Using the Image Observation Sheet, pull up the following image on your chromebook: Arthur Ashe Travel Photos. Let’s work through this</p>

together using the questions from the observation sheet.”

“Now, pull up [a photo archive for the March on Washington](#) on your screens and use the [question matrix](#) to analyze the photos. We can do the first one together. Be sure to click on the “i” button at the bottom to read each caption. Analyze images that are the most powerful to you, then get ready to say why.

Group discussion

1. Do the images reflect the energy of the March on Washington that you felt in the speeches and the songs? Did the photographer do a good job capturing the spirit of the day? Why or why not?

Wrap Up

Begin with the sentence starter, “If I wanted to capture an image that represented power, I would take a picture of....”. Turn and talk to your partner about why you chose to take this photo and how it shows power.