

Grade Level: Fifth Grade

Question Stems (DOK or Bloom's Question Stems):

Sort Civil Rights Movements onto a timeline. Identify and interpret symbolic language within the lyrics of a song. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STANDARDS (Academic and Arts):

Reading:

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.

Assess how point of view or purpose shapes the content and style of a text.

Music Standards:

Support interpretations of musical works that reflect creators' and/or performers' expressive intent.

Analyze how the structure and context of varied musical works inform the response.

Relate musical ideas and works to varied contexts and daily life to deepen understanding.

I CAN(s): I can analyze figurative language in a song and relate it to historical events.

SMART Goals

Specific, Measurable, Attainable, Realistic, Time bound:

Students will create a poster with a timeline including 4 civil rights movements and the song's release. Students will be graded using a rubric. Students will have no more than 3 class periods to complete the project.

Materials:

Pictures of civil right movements

Construction paper and other supplies (scissors, markers, glue, etc)

Rulers

Relevance or Hook:

Introduction of Black History Month, Heritage, Local History

Delivery of Rigorous Instruction:

Direct Instruction (DI); Guided Practice (GP); Independent Practice (IP); Application (A)

DI: Play the song Blowin in the Wind, ask students to compare this song to popular music today. Distribute lyrics, direct students to the song lyric "How many years can a mountain exist before it is washed to the sea?" Within the context of the song, do you think this is a literal mountain or is the mountain a symbol for something different? This song was written in 1962, what was going on in America during that time? Show video clip on the Civil Rights Movement.

GP: Break students into small groups. Pass out 4 event pictures with their dates. Have students discuss their pictures in their groups. Tell them they will be creating a caption for each picture. Pass out index cards cut in half, one for each picture, and have students as groups create captions for their pictures. Students will then arrange their pictures and captions onto a poster timeline. Students will use the ruler to create the timeline and put the events in order of when they occurred.

A: Students are assessed on their posters using the rubric.

Closure (CL): Go through a slideshow of the events used in class and have a short discussion on what each picture was actually showing. Does this make you want to change your captions? How would you change them now?
Connection/ Reflection

Differentiated Instruction (DI):
Students will be in small groups to collaborate, 1-1 if needed

Check for Understanding (Describe the product that will demonstrate mastery of the standards.):
Student created posters