

Jazz from A to Z
Lesson Plan Template

Title of the Lesson: MLK and Hammer

Subject: American History

Grade:11

Common Core Standard for Reading, Writing *or* Speaking and Listening:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Arizona Social Studies Standard:

S1C9-PO2 – Describe aspects of American Post-World War II domestic policy – b: Civil Rights – March on Washington c: protest movements

Overview (*Brief* description of lesson):

Compare King and Hammer and analyze the importance of music in the fight for social justice.

Essential Question(s):

1. What role does music play in the struggle for social justice?
2. How did these two leaders affect change through their voices?

Key Vocabulary:

March on Washington

Injustice

Call and response

Lesson Objective(s):

TSWBAT –describe the importance of the March on Washington and identify who had an impact during the Civil Rights Movement.

Procedure to Teach the Lesson:

- Beginning (set) Using a document cam, show the one Arizona article about King and show the flier announcing King’s speech in Tempe to show students an Arizona connection.
- Middle – Show the March on Washington official program on the document camera. Identify and discuss other individuals and how they impacted the movement. Next, students will listen and read along with King’s “I Have a Dream Speech” Next, students will listen to and read Fannie Lou Hammer speech “I don’t mind my light shining”. Students will then compare King and Hammer and their experiences, background and style using a Venn diagram. Students will work in groups. Students will then listen to “Get on Board” and “Wade in the Water”. There will then be a class discussion on how Hammer and other artists used songs and art to influence the Civil Rights movement.

- End (closure) Students will listen to Duke Ellington “Purple People” and “What is the Color of Virtue” from *My People*. The class will discuss the importance of music in social movements. Students will then need to identify on their own and analyze one song from anytime period that is about social injustice in our society. Students will share these with the class the following day.

Assessment: Venn diagram, Song analysis

Sources of Information: Jazz from A to Z January Workshop

Materials Needed:

Arizona King Articles

Tempe Flier

Document Camera

Computer

March on Washington Program

King’s “I have a Dream” speech – text and recording

Hammer’s “I don’t mind my light shining” speech – text and recording

Hammer’s song

Ellington’s song and text

Venn Diagrams for class.