

Inquiry Design Model (IDM) Blueprint

Compelling Question	Why is the Civil Rights Movement taking so long?
Standards and Practices	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. (D2.His.16.9-12)
Staging the Question	<p>Music often helps an individual to express his emotion and solidify opinions about an event or social issue.</p> <ol style="list-style-type: none"> Listen to Paul McCartney sing Blackbird. https://youtu.be/RDxfjUEBT9I Analyze this picture http://cdn.loc.gov/service/pnp/cph/3g00000/3g04000/3g04600/3g04647r.jpg Alternate Image http://www.loc.gov/item/npc2007012927/ Use http://www.loc.gov/teachers/primary-source-analysis-tool/ to guide your analysis. Teacher resource: http://www.loc.gov/pictures/item/95517168/ Lyrics to song http://www.songlyrics.com/paul-mccartney/blackbird-lyrics/ Alternate song: "Strange Fruit" sung by Billie Holiday https://www.youtube.com/watch?v=h4ZyuULy9zs Lyrics to song http://genius.com/Billie-holiday-strange-fruit-lyrics Class sharing: What images and feelings does the song evoke? How does the image of a man hanging from a tree make you feel? How are these two items connected? Please post your thoughts and ideas on our class Padlet Wall. Teacher resource: https://padlet.com/. Listen to Paul McCartney's LOC interview. https://drive.google.com/file/d/0B_2NUo3WTLttb3draUJYMkhoNzA/view <p>In class short discussion: What new questions do you have?</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What actions or issues arose as music became a motivating factor in the Civil Rights movement?	What impact did the Highlander Folk School have on the growth of the Civil Rights Movement?	In what ways does music continue to expose injustices and promote causes?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Analyze the letters and videos listed below using Library of Congress or SCIM-C analysis tools.	Analyze the oral history interviews listed below and supporting documents using Library of Congress or SCIM-C analysis tools.	Analyze the songs listed below using Library of Congress or SCIM-C analysis tools.
Library of Congress Featured Sources	Library of Congress Featured Sources	Library of Congress Featured Sources
Eleanor Roosevelt and Marian Anderson Teacher resource: Marian Anderson "A Life in Song" exhibit http://www.library.upenn.edu/exhibits/rbm/anderson/ Letter to the DAR	LOC interview with Guy and Candie Carawan addresses their work and the philosophy of the at the Highlander School https://www.youtube.com/watch?v=sd4giyfZLAs Pete Seeger oral history interview www.loc.gov/item/afc2010039_crhp0039 Teacher resources:	Sara Bareilles <i>Brave</i> https://www.youtube.com/watch?v=QUQs_qBqxoR4 <i>Girl Crush</i> by Little Big Town https://www.youtube.com/watch?v=WjwXbBqiXnU President Obama sings <i>Amazing Grace</i> at funeral of South Carolina State Senator Pinckney

<p>Marian Anderson at Lincoln Memorial (UCLA news reel) https://www.youtube.com/watch?v=XF9Quk0QhSE</p> <p>1939 speech at Lincoln Memorial https://www.youtube.com/watch?v=j8ML96wNI4A</p> <p>Eleanor Roosevelt My Day column http://www.gwu.edu/~erpapers/myday/displaydoc.cfm?_y=1939&_f=md055200</p>	<p>Introduction to the purpose of the Highlander Folk School, Myles Horton, music http://wn.com/highlander_folk_school</p> <p>Highlander today http://www.timesfreepress.com/news/local/story/2014/nov/23/monteaegles-storied-highlander-folk-school-deemed/275284/</p> <p>Eleanor Roosevelt writes check to Highlander http://www.pbs.org/wgbh/americanexperience/features/primary-resources/eleanor-fbi/2/</p> <p>Background to the song <i>We Shall Overcome</i> http://www.loc.gov/teachers/lyrical/songs/overcome.html</p> <p>President Lyndon Johnson and “We Shall Overcome Speech”</p> <p>Transcript: http://www.historyplace.com/speeches/johnson.htm</p> <p>Video delivery of speech: https://www.youtube.com/watch?v=MxEauRq1WxQ</p>	<p>https://www.youtube.com/watch?v=IN05jVNBS64</p> <p>John Legend and Common singing Glory at the 2015 Oscars https://www.youtube.com/watch?v=iVmoixNtKsA</p> <p>Lyrics to <i>Glory</i> http://www.metrolyrics.com/glory-lyrics-john-legend.html</p>
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<p>Summative Performance Task</p>	<p>Argument</p>	<p>Write an argument made up of claims with evidence that responds to the compelling question, “Why is the Civil Rights Movement taking so long?”</p>
	<p>Extension</p>	<p>Teacher resource: http://facingtoday.facinghistory.org/what-role-can-music-play-as-an-agent-of-change</p> <p>Create a PSA (Animoto) Teacher resource: https://animoto.com/education/classroom</p> <p>Student option to write song lyrics to be used in the PSA about a social injustice or Civil Rights issues. Should include primary source evidence supporting the claims of the PSA.</p>
<p>Taking Informed Action</p>	<ol style="list-style-type: none"> Write a letter to a newspaper editor explaining your feelings about a present-day social injustice. Teacher resource: Letter Generator. Ongoing class activity: Classroom Wiki <p>Protest songs serve as a means to combat social ills and cover a wide array of topics, including racism, sexism, poverty, imperialism, environmental degradation, war, and homophobia. This lesson makes a connection to popular culture by asking students to work in pairs to research and analyze contemporary and historic protest songs. After learning about wikis, each pair posts their analysis of the protest songs to a class wiki, adding graphics, photos, and hyperlinks as desired. The class then works together to organize the entries. Finally, students listen to the protest songs and add information and comments to each other’s pages.</p> <p>A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs http://www.readwritethink.net/classroom-resources/lesson-plans/collaboration-sites-sounds-using-979.html</p> <p>Teacher resource: Wikispaces for Educators https://www.wikispaces.com/content/classroom</p>	

3. Long term group activity as an option. Students working in groups will select an injustice and locate a person related to the injustice or someone who can act upon it. Example: school coach, superintendent, mayor, local business owner, relative, etc. Students with the teacher's guidance will develop questions for the interview and follow proper copyright procedures (form). Students will use either SWAY or Animoto to complete the project. <https://sway.com/> or <https://animoto.com/education/classroom>

Teacher resource: Sway is a free app from Microsoft Office. It lets you create and share interactive reports, presentations, personal stories, newsletters, vacation memories, school and work projects.

Tutorial:

<https://www.youtube.com/watch?v=2CwjBK2ENdk&index=2&list=PLXPr7gfUMmKyE22-YpbgcDfr2SXEO7-qX>

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