

## TEACHING AMERICAN HISTORY PROJECT – 2009-2012

### **Lesson Title – Civil Rights** From Marisa Haralson

**Grade – High School**

**Length of class period – 60 minutes**

**Inquiry –** (What essential question are students answering, what problem are they solving, or what decision are they making?)

- ✓ What is the power of a song?
- ✓ How can music influence people?

**Objectives –** (What content and skills do you expect students to learn from this lesson?)

- ✓ Students will be able to interpret and evaluate music from a different time period.
- ✓ Students will be able to retell in his/her own words the message of a primary source.

**Materials –** (What primary sources or local resources are the basis for this lesson?)

Bob Dylan

*Blowin' in the Wind*

**Activities –** (What will you and your students do during the lesson to promote learning?)

1. Review the historical events that pertain to the song – brainstorm on the board prior knowledge and create a fact base to build from.
2. Read the song independently completing the questions.
3. Each student will discuss their answers and explain why they choose it. As a class discuss the message of the song and have students examine the purpose of the song.
4. Lead a class discussion on other types of media that are influential.

**Assessment –** (How will you assess what student learned during this lesson?)

They will answer questions on a worksheet that will be handed in at the end of class.

#### Questions

1. What do you think this song is about? What do the words mean to you?
2. How does this song relate to the Civil Rights Movement? Give a specific example and explain.
3. What is the power in a song? Is it more powerful than a speech or a movie? Explain.
4. Using the tune to either: Old McDonald Had a Farm, Mary Had a Little Lamb, *OR* Row, Row, Row Your Boat, write a 6 line song that describes the hardships faced during the Civil Rights Movement.

#### **Connecticut Grade Level Expectations**

Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view.  
Use evidence to develop an interpretation of a historical event.

Read the following lyrics and answer the questions below on a separate piece of paper.

**Bob Dylan – “Blowin in the Wind”**

How many roads must a man walk down  
Before you call him a man?  
How many seas must a white dove sail  
Before she sleeps in the sand?  
Yes, 'n' how many times must the cannon balls fly  
Before they're forever banned?  
The answer, my friend, is blowin' in the wind,  
The answer is blowin' in the wind.

Yes, 'n' how many years can a mountain exist  
Before it's washed to the sea?  
Yes, 'n' how many years can some people exist  
Before they're allowed to be free?  
Yes, 'n' how many times can a man turn his head,  
And pretend that he just doesn't see?  
The answer, my friend, is blowin' in the wind,  
The answer is blowin' in the wind.

Yes, 'n' how many times must a man look up  
Before he can see the sky?  
Yes, 'n' how many ears must one man have  
Before he can hear people cry?  
Yes, 'n' how many deaths will it take till he knows  
That too many people have died?  
The answer, my friend, is blowin' in the wind,  
The answer is blowin' in the wind.

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  - 4. Using the tune to either: Old McDonald Had a Farm, Mary Had a Little Lamb, OR Row, Row, Row Your Boat, write a 6 line song that describes the hardships faced during the Civil Rights Movement.**