

## **Music As Activism - #1**

### **Context**

Web, schools, museum, teacher workshop, schools (*adaptable for museum and teacher workshop*)

### **Scale**

Local, national, international, (*local for relevancy, but adaptable for national*)

### **Audience**

K-4, 5-8, 9-12, college/university, adult community, teacher; High School 9-12 (*but adaptable for other grade levels and teacher workshop*)

### **Genre and Content Overview/Rationale**

What genre(s) and content area connections are the focus?

Key Concept/Focus: ***Music as Activism***

- Institutions and how the Fisk University Jubilee Singers Saved the University. Origins of protest music in the U.S. and connections to Folk Spiritual, Folk Gospel, Arranged Spiritual, Jubilee Quartet. Freedom Songs (50s and 60s). Curtis Mayfield, Bill Withers, Richie Havens, Gregory Porter, Sweet Honey and the Rock, Gil-Scott Heron, Oscar Brown Jr., Nina Simone
- How do we recognize what needs changed and work through music to make change?
- Produce a “model for change” how does music impact the world (potential products are: video narratives, making art or collage)

Possible Content Questions to make connections are:

- History teaching about reconstruction?
- Who were the jubilee singers?
- What is Fisk University?
- Northerners came to the south to build institutions of education (political, economic, religious issues and origins)
- Who was Queen Victoria? What was her role?
- What is activism?
- What are the goals of music activism? Raise awareness, send a message, encourage empathy, motivate, protest, rebel or subvert, etc.?
- What are the elements of a protest song / activist music? (ELA Connections)  
– See Eyerman and Jamison’s work on protest music
- What are our responsibilities as activists? Identifying areas of change/need and pursuing that change in a responsible way?
- Piracy and Economics: What is fair compensation for someone’s work? What is the difference between valued dissemination of the music versus music made for purchase by consumers to make a living?

### Building Relevance

What / how could music be used by you to make change?

What other examples of music for change ("we are the world")

### Content and Standards connections

- English Language Arts (why or how do the lyrics of the music have a mobilizing effect for change?)
- Social Studies
- Music Education

## **Pedagogy/Instructional Approaches and Plan**

Inquiry based, project, standards connections, etc. (suggested "steps")

### *Suggested Activities:*

Students read about the Fisk Jubilee Singers then discuss key questions related to suggested music with facilitator or teacher and explore questions in small groups and share out or debrief with the teacher. Teacher/facilitator offers an overview of connections between what students learned/shared and the political, economic, and Next students in groups of 2-3 compare and contrast lyrics of 3-5 different protest songs to identify elements of a protest song. Students work in teams of 2-3 to develop their own protest song first identifying what could be changed and leading to constructing a chorus and/or verse (poem) for change.

Technology rich adaptation could be using flip cams and iMovie to create their own music video.

Extension: How does being a producer compare to being a consumer in regards to the question about piracy and the economics of music over the past 10-15 years. What are the differences between making protest music or music to make money, or are there some that intend both?

## **Tools & Resources**

What materials, tools, resources, etc. are needed (create those we can create identify those out of our area of expertise ...i.e. apps, web-based, etc.)

Lyrics printed out for examples of music

Reading explaining the history of the Fisk University Jubilee Singers

Flip Cams

iMovie (computer access)

Sociologists (Eyerman and Jamison) – books about components of protest songs