Unit One: Moments that Shaped American Music

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **16 weeks**
Status: **Published**

Summary

This course examines the history of American music through pivotal moments in the nation's cultural, political, and social development, emphasizing the relationship between musical expression and the historical contexts in which it emerged. Students will study the ways in which historical events, social movements, technological change, and shifting cultural identities shaped the evolution of major musical traditions, including folk, blues, jazz, rock, and hip-hop. Through critical analysis of musical works and their historical contexts, the course explores how music both reflects and influences American society, serving as a lens through which to understand broader developments in US history and culture.

This unit is part of the larger aforementioned course sequence and specifically focuses on Sixteen Moments that Shaped American Music where students will understand the progression of American music's place in our shared history and how the confluence of African, European and Indigenous musical styles coalesced in both time and place to produce unique sounds that slowly became popularized the world over. America's rise to world power and destination for many immigrant groups also allowed other people and cultures to enter and develop their own sounds in America that expressed their own unique experiences. By the end of this unit, students will be able to identify different musical genres and trace the roots of modern music to their origins in previous generations. Students will also be able to explain the historical context of musical genres and movements in American history and how even seemingly different genres have shared connections to time and place (e.g. Hip Hop and Punk, Blues and Folk) and why these connections matter from a modern perspective. Students will demonstrate this knowledge through oral explanation, responding to written prompts, and playlist creation.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Revision Date: August 2026

Standards

9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a)

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit includes instructional materials related to United States and New Jersey labor history and the contributions of: labor movements; the history of organized labor; notable strikes throughout history; unionization drives; and/or the collective bargaining process and existing legal protections in the workplace.

This unit includes instructional materials that highlight the history and contributions of Hispanics and Latinos in accordance with the New Jersey Student Learning Standards in Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness,

and global citizenship.

L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant

	concepts.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
W.IW.9–10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms

	of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.RW.11–12.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.1.12.EconET.8.a	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.HistoryUP.11.a	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and

	society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Essential Questions

Essential Questions:

- To what extent has American music been defined by the influence of African, European, and Indigenous cultures versus its own unique development?
- To what extent has historical context shaped American music?

Enduring Understandings:

- Music is one of humanity's highest achievements and no other society in history has blended so many different cultural sounds and instruments to create music.
- While music, like all art, can be deeply personal, musical genres are heavily influenced by the time period, place, and material conditions the artist finds themselves living in.

Objectives

Students will know:

- Terms, concepts and individuals (including but not limited to): Genre, style, tempo, melody, historical eras, singer/song writer, chorus/refrain, hook, lyrics, rhythm, verse, measure/bar, ballad, waltz, call and response, Indigenous musical styles, Congo Square, Spiritual, choir, Black Gospel, Ragtime, Tin Pan Alley, Blues, Boogie Woogie, Rhythm and Blues, Jazz, New Orleans Sound, Dances, Fox-Trot, Crooner, Folk, Big Band, Swing, Bebop, Country and Western, musicals, Cool Jazz, Mambo, Rock

and Roll, Doo-Wop, Funk, Disc Jockey, Payola, Billboard Magazine, Motown, Soul, Civil Rights Movement, Vietnam War, multi-track recording, British invasion, Heavy Metal, Distortion, Hip Hop, Reggae, Punk, Ska, Pop, corporation, record industry

- American culture is not homogenous and regions play a significant part in where people live
- Material conditions also play a direct role in shaping people's worldview
- Race is a social construction created in colonial America to determine who was and wasn't able to be enslaved; however, it unfortunately has a major impact on the US today and has shaped the lives of people in this country through real world experiences
- Like many art forms, music can be used to uphold stereotypes, oppression, and dominant ideology, but it can also be a tool to fight back against those very same systems
- Music as an art form and prior to the late 19th was generally limited in its reach; however, as technological advancements like sheet music, and eventually recorded music became prolific, music had a chance to spread beyond local regions and be heard by millions
- American music is the creation of a vast amount of different people and cultures that, through communication and proximity to one and other, created the art form as we know it today
- The popularity of American music largely coincided with major advancements in musical recording, radio, and eventually television that turned artists into major stars; consequently, it is directly linked to the US's rise as a global hegemon after WWI and WWII
- American music serves as both a window into the experience from differing perspectives, not just in the US, but for others across the world, too, as well as a mirror for many Americans to see their own experiences

Students will be skilled at:

- Active listening to music to identify such things as rhythm, beats, recording styles
- Researching and coding information related to historical time periods and artists
- Using the internet including to find music
- Creating playlists that represent musical styles, genres, or time periods
- Discussing the relationship between historical time periods and musical genres and styles
- Discussing key differences between music and speculating about the magnitude of different influences
- Contextualizing historical time periods to better understand music/genres
- Explaining how complex issues, such as race, class and gender, shaped music
- Understanding how major world events can shape the creation of music

- Working independently, as well as collaboratively, on projects
- Writing responses to open ended questions
- Interpreting multiple perspectives to compare and contrast varying viewpoints of a specific topic for relative similarities and differences.
- Establishing cause and effect relationships between events and time periods (this includes both short and long term factors to be explained in connection to the topic).

Learning Plan

This unit plan includes but is not limited to:

This unit will focus on "moments" in American history and organized into the following which will include activities such as listening, lectures and notes, individual research, written and oral reflections, class discussions, gallery walks, and playlist creations:

I. Congo Square/Indigenous music to Minstrel Shows - Slave spirituals/call and response and Ghost Dance (music as resistance; Music reinforcing racism - Minstrel Shows (Jump Jim Crow, Dixie, etc.)

→ 1600's and 1700's Resistance Orchestra: Students will research instruments that were used by enslaved and Indigenous communities to create music as a form of cultural preservation and/or resistance. They will then choose five instruments to create an "orchestra" and explain how their choices reflect the themes of cultural preservation and/or resistance. They will also explain the lasting impact and endurance of at least two of their choices, including how it can be seen in music or pop culture today.

→ "The Birth of American Music" Analysis: Students will listen to the podcast "The Birth of American Music" and consider the impact of the minstrel show in America. Students will then consider the argument that "Black music, forged in captivity, became the sound of complete artistic freedom."

II. Tin Pan Alley/Ragtime (Music goes national, Scott Joplin)

→ Ragtime Pen Pal: Students will be separated into two groups on each side of the room. As a class, they will listen to a Ragtime song that would have been available coast to coast. Pretending to live on opposite coasts, the teacher will provide historical context about each area, and students will then compose short pen pal notes to a classmate on the other coast, reflecting the regional experiences combined with the unifying force of a

national musical culture. They will then “send” their letters to a classmate, who will respond while additional Ragtime music is played.

III. The Blues (origins from spirituals, examination of the guitar, Blind Willie Johnson)

→ Juke Joint Vibes: Students will create a photo essay of five photos from the era that reflect the Blues (ex: Juke Joints, sharecroppers, Jim Crow, etc.) - for each photo, they will explain how the historical period is reflected, noting key elements that are unique to this moment in time, including how the Juke Joint served as a form of resistance to Jim Crow. They will then pair each photo with a Blues song explaining how the song correlates with the photo and why this song might be played while at the Juke Joint.

IV. Jazz from New Orleans to Harlem (Roaring Twenties to Cool Jazz)

→ The Evolving Story of Jazz: Students will select an artist (poet, actor, dancer, visual artist) or scholar from the Harlem Renaissance and a jazz artist with whom he/she did not work. Students will decide on a fictional collaboration that could have occurred between these two individuals - they may choose their mode of expression of this collaboration, but must highlight the intersection between jazz and other artforms during the Harlem Renaissance

→ New Orleans Jazz Club Tour: Students will examine the calendar of classic Jazz clubs in New Orleans (ex: Preservation Hall, Blue Nile, Spotted Cat, etc.) and listen to one of the artists or groups who are slated to perform this month. They will highlight how the key elements of jazz’s inception are still seen today and note changes that reflect the modern era.

V. Folk and Country (The Depression)

→ New Deal Songs Gallery Walk: Students will listen to and examine the lyrics of different music from the New Deal era, examining how the experiences of those during the Great Depression were reflected in the music.

→ Country Music Comparison: Students will compare the music of Hank Williams or the Carter Family to modern day country music artists of their choosing. They will note continuities and changes reflected in the music, including style and theme.

VI. Big Band/Swing and the Crooners (WWII)

→ Zoot Suit Riot Analysis: Students will consider the role fashion plays in reflecting and contributing to social relations by examining the popularity of the zoot suit. Students will investigate primary sources including interviews, newspaper articles, and radio shows to consider the meaning behind the zoot suit, its association with swing music, and the reason the zoot suit provoked backlash. In the process, students will be introduced to the Sleepy Lagoon Murder Trial and subsequent "Zoot Suit Riots" that occurred in Los Angeles between 1942 and 1943.

VII. Showtunes/Musicals (Showboat, Rodgers and Hammerstein, West Side Story)

→ Musical Analysis: Students will watch a film adaptation of a musical highlighting showtunes - they will examine the significance of the musical and its enduring impact. Students will then watch excerpts from Hamilton to evaluate continuities and changes over time.

VIII. Birth of Rock and Roll (Sister Rosetta Tharpe, Chuck Berry, Little Richard, Bo Diddley, Fats Domino, Elvis, Jerry Lee Lewis)

→ Rock and Roll Royal Family: Students will listen to music and examine the impact of different rock and roll musicians - they will then assign them titles based on their legacy (ex: "Father of Rock and Roll") making an argument for their chosen titles.

IX. Rock evolves and the British invasion (Caribbean influence, Beach Boys, Hendrix, Dylan goes electric, the Beatles, Stones, Hawaiian and South Asian influences and Vietnam)

→ Evolution of Rock Art Activity: Students will listen to music of the era and create an art piece of their choosing related to an artist, event, or phenomenon (ex: event poster, album cover, tribute)

X. Motown (Civil Rights in America)

→ Love to Action Analysis: Students will analyze different early Motown songs that focus on love and relationships and track the change in the genre towards social anthems. Students will create a timeline based on listening to different tracks to try and identify a turning point in the genre. They will then correlate their identified turning point to key points in the Civil Rights movements.

XI. Latin/Salsa/Anglo Caribbean (Cuban/Caribbean influences 40s/50s and Calypso to Salsa to Miami Sound Machine and beyond)

→ Latino migration and music: Students identify the reason behind Latin music's growing presence in the United States by uncovering the history of U.S.-Caribbean relations during the 19th and early 20th centuries that led to Puerto Rican migration to New York City. By watching video clips, students discover how historical events and policies such as the Monroe Doctrine, Spanish-American War, Platt Amendment, Foraker Act, and Operation Bootstrap led to Puerto Rican migration into New York City. They then listen to the music popular among the Puerto Rican migrant community during the first half of the 1900s. Finally, students trace how specific Latin musicians borrowed elements from Swing and Big Band music to create a new form of Latin Music.

XII. Hip Hop (1520 Sedgwick Ave, 80s women rappers, to Biggie and Tupac)

→ Sampling Simulation: After exploring the impact of sampling on hip hop, students will use a sample tool to create their own samples. They will also choose a hip hop song and try to identify the different samples present in the song.

XIII. Punk/Ska (New York Dolls, Ramones, CBGB's, Reggae to California punk)

→ Punk Show Flyer: Students will identify the reasons surrounding Punk music's birth with early acts like the New York Dolls rejecting the large stadium and extravagant performances of the rock and roll bands of the 1970s in favor of a more intimate experience of small venues and raw sound. Students will examine the sound of punk and messages that it pushed through the music stretching from coast to coast and the reputation that being a "punk" entailed. Students will then examine show flyers from punk shows throughout the US over the past several decades and will have to create a show flyer featuring four punk bands and mimic the aesthetic of the period those bands existed in and finally come up with a venue.

XIV. Heavy Metal (Black Sabbath to the 90s)

→ Heavy Metal and the PRMC: Students will examine the rise of Heavy Metal in the 1970s and its mainstream success in the 1980s through bands like Def Leppard, Van Halen, Iron Maiden, Metallica and Judas Priest by listening to and examining the lyrics of the music. Students will then explore the increasing paranoia over the Satanic Panic through news reports in the 1980s and the rise of parental rights groups that became increasingly concerned about the music many high schools students were listening to. Students will examine the creation of the Parental advisory warning and determine whether it accomplished the goals it wanted.

XV. Birth of Pop and corporate America's increasing influence on music (Michael Jackson and the rise of the solo pop artist as a corporate creation)

→ Pop Music and the Music Video: Students will use the sound and vision tool on Teach Rock to pair music to video sequences and determine what they think fits best. They will then explain why they made the choice they did and what decisions we make when we pair music to visuals. Students will then examine several early music videos specifically focusing on Michael Jackson's work and the then newly created MTV's refusal to play Black artists. Finally, students will examine the work of female artists like Madonna and Cyndi Lauper and how the solo artist began to become both increasingly popular and how they were marketed by record executives who became to have increasing control over the image and music of these early pop stars.

XVI. 90s Grunge (Disillusionment and the Antiglobalization politics of the 90s)

→ A Critical Reflection on Grunge: Students will examine album reviews by musicians we've listened to over the course. They will then take the idea of the music review and listen to a playlist of early Grunge and write a three paragraph review of it in the style of a music critic. Students will also watch an interview with Nirvana where they are asked about their views on life and society to help get a feel for how Grunge developed. In their review, they must discuss what other genres and/or bands have influenced these groups.

Note: Other strategies to address the learning objectives may include, but are not limited to, direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows/ Exit Slips

- Class Activities
- Playlist creation
- Contextualization Activity
- What makes this a genre?
- Gallery Walk Carousel of music
- Active listening activities as a group
- Individual listening

Summative Assessments:

- Unit test
- Album cover project (designing an album cover for a genre of music using the historical context surrounding that genre)

Benchmark Assessments:

Small group Check-ins (Students will be assigned to “check-in” groups. Check-in groups will meet to go over what they are discovering and learning as well as any challenges they are facing. This is an opportunity for them to seek advice from, and give advice to, their peers. They will also have brief assigned check-ins with the teacher for which they need to come prepared with a completed “check-in slip”.

Alternative Assessments:

- Individual essays on artists and history, case studies

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

- “Blues Brothers”
- “American Roots Music” – episodes 1, 2, 3 and 4

- “Jazz: A Film by Ken Burns” – episodes 1-6
- “Ray” (excerpts)
- “I Walk the Line”
- “History of Rock & Roll” - episodes 1-10
- “No Direction Home”
- “Hairspray”
- “Almost Famous” (excerpts)
- Teach Rock, Book 2 Teenage Rebellion
- Teach Rock, Book 3 Transformation “Live Aid”
- “This is Spinal Tap”
- “Yesterday”
- https://teachrock.org/lesson/native-american-music-wounded-knee-billboard-charts-document-based-exploration/
- https://teachrock.org/lesson/motown-records-detroits-sound-of-success/
- https://teachrock.org/lesson/mainstream-metal-parental-advisories-and-censorship/
- https://teachrock.org/lesson/from-illustrated-songs-to-the-music-video-a-history-of-sound-and-image/
- https://teachrock.org/lesson/the-emergence-of-grunge/
- https://teachrock.org/lesson/late-reconstruction-featuring-the-jubilee-singers/
- https://teachrock.org/lesson/the-dust-bowl-featuring-the-songs-of-woody-guthrie/
- https://teachrock.org/lesson/the-new-deal-featuring-blues-country-and-folk-songs/
- https://teachrock.org/lesson/the-zoot-suit-style-and-swing-in-the-wartime-economy/
- https://teachrock.org/lesson/chuck-berry/
- https://teachrock.org/lesson/music-of-the-civil-rights-movement-2/
- https://teachrock.org/lesson/musical-reactions-to-the-vietnam-war/
- https://teachrock.org/lesson/a-song-of-their-own-female-singer-songwriters-of-the-early-1970s/

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and

appropriateness prior to implementation.

Suggest Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Prompt student use of highlighter for close reading and annotation strategies
- Bold terms in directions
- Read texts aloud for students to assist in comprehension and analysis
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and instructions.
- Include graphic organizers for writing.