

Instructional Lesson Plan

Content Area(s)/Course/Grade: 6th Grade
General Music

Unit: Black History Month
(10 Lessons)

Lesson Topic: Introduction to The Black
National Anthem/Lift Every Voice and Sing

Approx. Date/s: February

Diversity Integration Topic:
African American History

NJSL Standard/s:
1.3A.8.Cr1a, 1.3A.8.Re7a,
1.3A.8.Re7c; 1.3A.8.Cn11a

Textbook, Materials, Resources: Youtube examples, "Sing a Song: How Lift Every Voice and Sing Inspired Generations" by Kelly Starling Lyons

Lesson Objective:

-

[BHM Unit](#)

BNA specific lessons - Lesson 3, 4, 7, 8

Instructional Delivery

Culturally Responsive Teaching strategy: Students study The Star Spangled Banner and Lift Every Voice and Sing to understand why each was written and the parallels and history between the two. Historical study of Slavery, Post Civil War Era, Jim Crow Era, Civil Rights Movement, and today.

Procedures:

Introduce the Black National Anthem - History, performances, sing it

- Why do we sing the National Anthem - Freedom, pride, history
 - It's important when talking about our national anthem as a sign of freedom to also recognize another Anthem that is important to Americans and American History, especially during this month when we are recognizing and celebrating Black History Month. The other anthem is a song called "Lift Every Voice and Sing" aka The Black National Anthem.
- Anyone heard this? Know any info?
- Like the National Anthem, it was 1st written as a poem in 1900. It was first put to music and sung that same year by 500 school children at a segregated school in Florida to honor Preseident Lincoln. WHY were they honoring him?
- Touch on Jim Crow Era
- Read [Sing a Song: How Lift Every Voice and Sing Inspired Generations](#)
- Watch Video and listen to Newscast

Assessment/Evaluation

Formative/Summative:

After comparing both anthems, and discussing anthems at large, students will write their own anthem.

Closure: Students study two well known anthems, discuss historical and cultural relevance, study current contemporary "anthems" and why they are written, and conclude by writing their own.

Teacher's Name submitting plan: Katie Goosen

Date submitted: 2/4/24