

Event: Rock Hill Nine (Friendship Nine)/ Greenville New Year's Day March

Grade Level: 3-8

Subject: Music/Social Studies

Introductory Statement: During the late 1950's and early 1960's, freedom songs were powerful tools used to express the emotion and passion of the Southern Civil Rights Movement. Freedom songs were sung at meetings, marches, sit-ins, like the demonstration by the Rock Hill Nine or the Greenville New Year's Day March. Freedom songs were often former songs changed by adding syncopated rhythms and slowing the tempo. These changes allowed for call-and-response and vocal punctuations.

SC Music Standards Addressed:

MG5- 1.3 Sing, alone and with others, a varied repertoire of music including **partner songs, descants, ostinati, rounds,** and two-part songs.

MG5- 2.1- Improvise simple **rhythmic** variations and **melodic embellishments.**

MG5- 1.6 Play **rhythmic, melodic,** and **chordal** patterns accurately and independently.

MG5- 5.1 Listen to examples of music from various historical periods and world cultures and identify the pieces by **genres** or **styles.**

MG5- 5.3 Identify various uses of music in daily experiences and describe the characteristics that make a particular type of music suitable for each use.

MG5- 6.2 Explain the role of music in everyday life, celebrations, and other special events.

Extension

MG5- 1.4 Play **pitched and unpitched** instruments, alone and in ensembles, in **rhythm** with appropriate posture, **dynamic, and timbre** while maintaining a steady **tempo.**

MG5- 2.5 Demonstrate creativity by composing and **arranging** music using traditional, nontraditional, and technological **notation.**

SC Social Studies Standards Addressed:

3-5.5 Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote.

CCSS ELA Speaking and Listening: (specific standard depends on the grade level)

Goals/Objectives: Students will perform a freedom song using call-and-response syncopated rhythms, and vocal punctuation. (Extension: Students create their own freedom song using those elements).

Items/Materials Needed: Rock Hill Nine excerpt, freedom song information, video or audio of freedom songs such as "We Shall Overcome" song.

Activity:

The teacher will play *We Shall Overcome* in the hymnody style. The teacher will discuss the role of freedom songs in the Civil Rights Movement and cite the Rock Hill Nine event. The teacher will play *We Shall Overcome* in the freedom song style. Students will identify the differences between the songs. The teacher will discuss how music can be adapted and the musical elements that changed. The teacher will model and identify syncopated rhythm, tempo changing, call-and-response, and vocal punctuation. The teacher will use rote song procedure to teach *We Shall Overcome*. Students will sing the song using both styles. In the freedom song style, students may improvise rhythms, call-and-response, and vocal punctuation.

Extension:

The teacher will guide students in playing the chord progression to *We Shall Overcome*. Students will create their own song using that progression about something that they feel passionate about.

Citation-

<http://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/“people-get-ready”-music-and-civil-rights-movement-1950s>

