

SC Historical Event	Desegregation of Clemson and USC
Grade Level	9-12
Subject	Music Appreciation/General Music
South Carolina Music Standards and Indicators	<p>Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.</p> <p>Indicators MGH1-4.2 Analyze the use of musical elements when listening to musical examples representing culturally and historically diverse genres.</p> <p>Standard 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.</p> <p>Indicators MGH1-5.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p> <p>Standard 6: The student will make connections between music, other arts disciplines, other content areas, and around the world.</p>
Instructional Objectives	The students will be able to discuss an overview of the Broadway musical, <i>Memphis</i> . The students will create a radio broadcast in the style of the broadcasts from the 1960s.
Materials Needed	2014 SC African American Calendar http://stagenotes.net/wp-content/uploads/2011/09/Memphis_HR_9.29.11.pdf Computer- http://www.youtube.com/watch?v=fYUtlIt9TVU http://www.youtube.com/watch?v=24Z46qQV34o
Instructional Strategies-Activities	<p>Students will read the excerpt about the Desegregation of Clemson and USC from the 2014 SC African American Calendar.</p> <p>The teacher will facilitate a discussion on the importance of the radio in the 1950s & 1960s.</p> <ul style="list-style-type: none"> -Radio was the main source of entertainment in many households. -Radio was the predecessor to television. <p>The teacher will play a white radio broadcast and a black radio broadcast during the 1960s.</p> <p>The teacher will pass out a synopsis of the Broadway musical, <i>Memphis</i>.</p> <p>The students will read the synopsis of the musical.</p> <p>The teacher will facilitate a discussion on the desegregation of the radio using examples from the musical, <i>Memphis</i>.</p> <ul style="list-style-type: none"> -Why was Huey optimistic about desegregating radio broadcasts? -What did Huey hope to accomplish by desegregating radio? -Huey faced many obstacles from both the white and black community on his quest of desegregation. Why were people opposed to what he was doing? <p>The students will create a radio broadcast of the 1960s.</p> <ul style="list-style-type: none"> -Students must create a name for their radio station.

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| | <ul style="list-style-type: none">-Students must pick songs of the 1960s decade-Students must speak in the lingo of DJs in the 60s. |
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