**January 2023 African American History Calendar**

**Brook Benton Lesson Plan**

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| **Title** | **“American Soul” the Barriers Broken by Rhythm and Blues** |
| **Lesson Author** | **Courtney Garrison** |
| **Grade Level** | **Grade 5, Grade 8, or USHC** |
| **Lesson Length/Time** | **50-60 minutes** |
| **Theme(s)** | The overarching theme for this lesson is history. The focus is on the impact that Rhythm and Blues had on the American population during the Civil Rights Movement in the late 50s and early 60s, and how R&B helped shape the culture of American society. |
| **Standard(s)**  [*2019 South Carolina Social Studies College- and Career-Ready Standards*](https://ed.sc.gov/instruction/standards-learning/social-studies/standards/2019-south-carolina-social-studies-college-and-career-ready-standards/) | **5th Grade: United States and South Carolina Studies Part 2**  **Standard 4: Demonstrate an understanding of the conflicts, innovations, and social**  **changes in the United States, including South Carolina, from 1950–1980.**   * 5.4.CE Analyze the causes and impacts of social movements in the U. S. and South Carolina. * 5.4.CC Analyze the continuities and changes of race relations in the United States and South Carolina following the Supreme Court decisions of Briggs v. Elliott and Brown v. Board of Education. * 5.4.P Summarize the economic, political, and social changes in the U. S. after World War II.   Supporting Standard:  **Standard 2: Demonstrate an understanding of how international events and conditions**  **during the early 20th Century (i.e., 1910–1940) affected the United States and South**  **Carolina.**   * 5.2.CX Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina. * This indicator was developed to promote inquiry into post World War I changes in the U.S., including the “Roaring Twenties,” the Harlem Renaissance, the role of women outside of the home, and cultural changes for African Americans.   **Grade 8**  **Standard 5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.**    Indicator 8.5.CC: Analyze the continuities and changes in South Carolina’s identity resulting from the civic participation of different individuals and groups of South Carolinians.  **9-12 Grades: United States History & the Constitution**  **USHC Standard 5: Demonstrate the impact of America’s global leadership on technological advancements, the transition to a post-industrial society, and ongoing debates over identity in the period 1945–present.**  USHC 5.CC: Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights.  **Supporting Standard**  **USHC Standard 4: Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893 to 1945.**  USHC.4.CX Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles. |
| **Lesson Purpose/Learning Objective(s) aligned to the 2019 SCSSCCR Standards** | I can explain the short and long term impacts the Rhythm and Blues had on American society and its culture during the Civil Rights Movement.  I can contextualize the impact African American R&B artists had on American society in the 1960s through primary and secondary sources. |
| **Success Criteria** | Students will create a sensory figure collage featuring Brook Benton that accurately describes the context surrounding the development of R&B during the Civil Rights Movement. |
| **Setting the Purpose and Activating Strategy** | Students might access their prior knowledge of what they learned previously of the changes African Americans made to the arts and music during the Great Migration and the Harlem Renaissance. The development of R&B quickly followed as African American artists made great strides to unite people of all backgrounds, genders, and races with music during an intense era of segregation and liberty.  Students can make connections to how music is used in present day society and how it has shaped their own culture and ideas. They can also connect how music changes over time during certain periods of uncertainty and oppression. |
| **Instructional Sequence** | 1. **Do Now/Grapple: Listen to the Songs by Brook Benton** *(estimated time: 6 minutes)*   Students will use inquiry by analyzing a song from the selection of song choices from Brook Benton or with the teacher playing one song, *Rainy Day In Georgia*, for the students to listen to. Students will be provided the lyrics to follow along while they answer these questions:   1. What are these songs about? 2. What does it remind you of? 3. What emotions does the singer/songwriter want the listener to feel? 4. What are the messages behind the music? 5. Who do you imagine wrote/sang these songs? 6. What was their purpose? 7. Who was the intended audience?   The goal is for students to use inquiry to explore the context and possible impacts this music would have on different audiences.  After students have been given time to answer, they will turn and talk to an elbow partner about their inferences to these questions. It’s important that students explain their answers accessing potential background knowledge or their own experiences.   1. **Building Background Knowledge: R&B and its Development**   Students will receive a KWL graphic organizer separated into 3 categories:   * Know: What do you already know about Rhythm and Blues * Wonder: What do you want to know or wonder about Rhythm and Blues * Learn: What did you learn?’   Teachers will have students reflect and complete the first two categories (Know and Wonder) on their own. *(estimated time: 5 minutes)*    Then when prompted, students will be told to take their graphic organizer and stand back to back with another student in the room. The teacher will instruct students that when the timer starts, they are to turn and face their partner, and share only what they wrote in the “Know” category about the Rhythm and Blues genre. When they are finished discussing what they already knew about R&B, they can stand back to back again as a non-verbal sign to the teacher that they are ready to move on. *(estimated time: 2-3 minutes)*  \*If the teacher notices that students are already finished before time is up, they can end the time early.  Teacher Checks for Understanding: Teacher can then select students to share what they heard from their other partner that they didn’t already know themselves.  Next the teacher instructs the students to find a new partner to stand back to back with. When prompted they will face their partner and share only their wonders or things they want to know about R&B. *(estimated time: 2-3 minutes)*  Teacher Checks for Understanding: Teacher can then select students to share what they heard from their other partner that is a new wondering, or one they didn’t think of that interests them as well.  Then prompt the students to take a seat.  The students will watch a [youtube video](https://youtu.be/34GAtroROXk) or use this informational [Informational](https://www.loc.gov/collections/songs-of-america/articles-and-essays/musical-styles/popular-songs-of-the-day/rhythm-and-blues/#:~:text=The%20term%20%22rhythm%20and%20blues,to%20secular%2C%20not%20religious%20music.) Text that summarizes the development and impact of Rhythm and Blues and provide context on the influence it had on the multiple groups, the Civil Rights Movement, and other significant events in the 1960s.  As they watch/read, they will write down connections they made about R&B’s impact on different groups and events in the “Learned” column of their graphic organizer. *(estimated time: 10 minutes)*  Then students will find a third partner to stand back to back with and discuss the impact of R&B on different groups or events in the 60s. Teachers need to encourage students to listen actively to what their partner says. After this round, they will find a new partner and share not only another thing they learned but also the connection that their previous partner made in the previous round. *(estimated time: 6 minutes)*  \*\*Encourage students to use active listening practices like repeating back to their partner what they said, asking clarifying questions, or writing down what their partner said. Teachers will monitor their responses for understanding and to see what connections they are making to the learning goals.   1. **Historical Profile: Brook Benton Bio** *(estimated time: 7-8 minutes)*   Students will read the biographical profile of Brook Benton from the African American History Calendar and annotate parts of his biography that connect with what they learned in the video. They will highlight the part in his biography that they made a connection to and then write that connection in the margins.   1. **Create Sensory Figure showing impacts and context of the decade** *(estimated time:15-20 minutes)*   Students will create a [sensory figure](https://docs.google.com/presentation/d/1lbqaoGyL3Fw2uBtH6AwmF7l5urNzzL-Cdtq-iTkj4lI/copy) by having an image of Brook Benton or a human silhouette in the center of their paper. They will create speech or thought bubbles around him that are based on what Brook Benton would see, hear, think, touch, feel, etc. The sentences can start out with:   * I see…. * I hear… * I think… * I touch… * I sing…. (lyrics or his purpose for singing) * I feel….   Then students will complete the sentences with inferences on Brook Benton’s impact and how he’s connected to the larger R&B movement in the context of the 1950s and 1960s. For example, one sentence could be “I touch the lives of both black and white youth with my songs.” or “I hear the need for different groups of people to come together in a time of segregation and discrimination”.  After they complete their “Sensory” statements that are based on what they’ve contextualized from their previous knowledge, Brook Benton’s biography, and the R&B video source; students can illustrate the events of the time period in American Society during the height of Brook Benton’s career. Students can draw out visuals that reflect the impact of R&B or the events going on during that time period in the background of the sensory figure. For example, there could be Martin Luther’s March on Washington, DC or him giving his speech. Another example could be the ending of segregation in schools in the background. This encourages students to examine and contextualize the social impact that R&B artists had on American events and culture and vice versa.  \*\*Require students to have sensory statements and illustrations that are school appropriate and focus on the positive changes that occurred during the Civil Rights Movement for different groups and American society in general.   1. **Debrief: Breaking Barriers**   Students will form a big circle as a class around the room holding their sensory figure to reference. As a class, students will discuss the following questions:   * How did the Great Migration & Harlem Renaissance influence Brook Benton? How did Brook Benton inspire today’s artists? * How can Rhythm and Blues bring people together through music? How did it break barriers and help people overcome injustice? * What can we learn from African American musicians like Brook Benton? * In what ways can artists like Brook Benton inspire us to build a better world? |
| **Differentiation and Extension** | **Differentiation:** Teachers can use the youtube video for struggling readers and more advanced/grade level readers to use the informational text both mentioned in step 2.  **Differentiation:** During step 3, ELL/ ESOL learners can sketch out images to summarize what they read in each paragraph or the connections they made instead of writing out statements.  **Extension:** Students can study other artists, especially R&B, that inspired change throughout history including present day. They can choose from a list of influential R&B artists in the present day that are contributing to a better world through their music and create a new sensory figure on their impacts.  **Extension:** Students can also study how R&B changed over time with the times and create a visual timeline connecting artists and their songs to significant historical events.  **Extension:** Students can submit a Hall of Fame proposal for Brook Benton to be entered into the R&B Hall of Fame for his contributions to American society. |
| **Assessment/Product** | Students will create a [sensory figure](https://docs.google.com/presentation/d/1lbqaoGyL3Fw2uBtH6AwmF7l5urNzzL-Cdtq-iTkj4lI/copy) display that reflects the perspective of Brook Benton and accurately contextualizes the related events/culture that his music inspired/impacted.  *Teachers are to design an assessment rubric that matches the intent of the learning and thinking behind the sensory figure with the needs of the students in the classroom.* |
| **Lesson Reflection/ Closure** | **Debrief: Breaking Barriers**  Students will form a big circle as a class around the room holding their sensory figure to reference. As a class, students will discuss the following questions:   * How did the Great Migration & Harlem Renaissance influence Brook Benton? How did Brook Benton inspire today’s artists? * How can Rhythm and Blues bring people together through music? How did it break barriers and help people overcome injustice? * What can we learn from African American musicians like Brook Benton? * In what ways can artists like Brook Benton inspire us to build a better world? |