

**LESSON PLAN**

**Voices of Change: Hope for the Future through Song**

MODULE ONE. FOUNDATION: *UNIT I. Why Do We Need Human Rights?*

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| LENGTH      | NEBRASKA SOCIAL STUDIES STANDARDS  | McREL NATIONAL STANDARDS                           |
|-------------|--|--|
| 8 - 10 days | US History: 8.4.5<br>World History: 12.1.4, 12.2.9, 12.1.8, 12.1.10<br>World Geography: 12.4.6<br>Government: 12.3.5 | World History: 12.2.5, 12.2.10,<br>12.1.14, 12.3.5 |

| OBJECTIVES   |
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| <ol style="list-style-type: none"><li>1. Students will analyze and interpret popular music throughout the decades.</li><li>2. Students will research the event and person(s) that are discussed in the song's lyrics.</li><li>3. Students will explain the event and its significance to history. Why is it important enough to sing about?</li><li>4. Students will explain why the event should be considered a Human Rights violation.</li><li>5. Students will create and present an argument about why this event could be considered a violation of a person's human dignity, well being, and justice.</li></ol> |

| TERMS   |
|---|
| Human Rights <ul style="list-style-type: none"><li>• Justice</li><li>• Well Being</li><li>• Human Dignity</li><li>• Violation</li></ul> |

| MATERIALS  |
|--|
| <ul style="list-style-type: none"><li>• Song choices and worksheet (attached)</li><li>• Copies of song lyrics (students provide)</li><li>• Access to computers and the Internet</li><li>• Library books and research materials</li><li>• Poster board and materials like markers, colored pencils, magazines, etc.</li></ul> |

*(Any extra days are to be designated for library research time, computer/Internet, typing time, and in class poster/presentation time.)*

**Day One:**

- I. Hand out attached Song List and Worksheet to each student. After explanation of individual packet, choose a song as a class example to give students an idea of what they are getting into.
- II. Students will choose their own song to research from the original list or present one they would like to use.
- III. Have students read the lyrics and highlight the specific lines that refer to 'Topic Ideas'. For example: gun violence, suicide, genocide, and war.

**Day Two – Three:**

- IV. Students will research facts to back up the lyric topics they have identified from their song and will start to formulate opinions on how each topic is a possible Human Rights issue.

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**Day Four – Five:**

- V. Students will create their own definitions for Human Dignity, Justice, and Well Being.
- VI. For each of the five lyrics they have chosen as examples, students will need to use their definitions to explain why the topic is a violation of this right.
- VII. For each lyric students will also need to do the following:
  - a. Explain what they believe the lyric is talking about
  - b. Back up the lyric with research evidence supporting their argument.
  - c. Explain the violation being discussed.

**Day Six – Seven:**

- VIII. Explain in a one to two-page paper how their events are examples of Human Rights violations.
- IX. Begin to put their final paper and presentation together, in order and complete.
- X. Research one group or organization that helps raise money and/or awareness about your event.

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**“VOICES OF CHANGE” SONG CHOICES**

**WAR**

“From a Distance” (Bette Midler)  
“Manhattan Project” (Rush)  
“We Didn’t Start the Fire” (Billy Joel)  
“Born in the USA” (Bruce Springsteen)  
“Fortunate Son” (Creedence Clearwater Revival)  
“They Dance Alone” (Sting)  
“99 Red Balloons” (Nena)  
“Bloody Sunday” (U2)

**RACISM**

“Oppression” (Ben Harper)  
“Hurricane” (Bob Dylan)  
“Where is the Love” (Black Eyed Peas)  
“Fight the Power” (Public Enemy)  
“Ebony and Ivory” (Paul McCartney)  
“Black or White” (Michael Jackson)  
“People Are People” (Depeche Mode)

**DISCRIMINATION**

“Women Double Standards” (India Arie) *Video*  
“Shame on You” (Indigo Girls) MEXICAN WORKERS  
“Unpretty” (TLC) WOMEN  
“Mana” (Me Vale) INEQUALITY

**ABUSE AND DOMESTIC VIOLENCE**

“Janie’s Got a Gun” (Aerosmith)  
“Independence Day” (Martina McBride)  
“Thunder Rolls” (Garth Brooks)

**OTHER ISSUES**

“Sun City” (Simple Minds) APARTHEID  
“Mandela Day” (Simple Minds) APARTHEID  
“We Are the World” (Hall and Oates) WORLD HUNGER  
“18 and Life” (Skid Row) DRUG ADDICTION/DEATH PENALTY  
“Brick” (Ben Folds Five) ABORTION  
“Another Day in Paradise” (Phil Collins) HOMELESSNESS  
“Youth of a Nation” (POD) SCHOOL SHOOTINGS

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**NAME** \_\_\_\_\_

**DUE DATE** \_\_\_\_\_

**VOICES OF CHANGE – The Power of Music**

The power of music has had a history of being used as a way to express the inequalities of the world to anyone who would listen. Your job is to research one artist and song to discover what event they are trying to open our eyes to. Using the lyrics of the song, you will research facts about the event/social problem and create an argument for why we should consider this a Human Rights issue.

**STEP ONE: Choose a song and artist.**

**Song Title** \_\_\_\_\_

**Artist** \_\_\_\_\_ **Year Written** \_\_\_\_\_

**Human Rights Issue** \_\_\_\_\_

**STEP TWO: Lyrics and Facts**

- Background research of the event or issue. Write a one-page explanation of the problem (must include AT LEAST one book source and one Internet magazine/news article).
- Using the lyrics of the song, look for FIVE connections between the words and the truth of the event. For example, if the song refers to a person's name or a date, explain what they are talking about.

**STEP THREE: Human Rights Issue and Violations: Why should we care?**

This section needs to be between 2-3 pages. Use the ideas below as a guide and organizational outline for your paper.

- Why should this event be considered a Human Rights violation or issue? Make an argument: (In my opinion...) What is the artist trying to show us?
  - Basic Rights: Write a one-paragraph explanation of how the basic Human Rights (HUMAN DIGNITY, JUSTICE, and WELL BEING) are being denied or forgotten.
- How far have we come?
  - What changes have been made since the song was written?
  - Is this human rights issue still an issue in today's world?
- What is being done?
  - Find one national or international organization that helps raise money or awareness about your topic. One paragraph including: name of organization, explanation of what they do, how we can support them (website, address, etc.).

**STEP FOUR: Presentation of Information**

Poster Square – Visual Representation of the Issue

Include:

- Name of song and artist
- Human Rights Issue (racism, violence, equality, etc)
- Slogan: One line or phrase that best shows what it's about
- Visual (drawn, printed, cut out) of the topic