

Post-Visit Lesson 1: Songs with Social Influence

Lesson Length

45-60 minutes

Common Core State Standards

Reading Standards for Literature

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA.Literacy.RL.9-10.1
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA.Literacy.RL.11-12.1
- Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA.Literacy.RL.9-10.2
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA.Literacy.RL.11-12.2
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CCSS.ELA.Literacy.RL.9-10.4
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings of language that is particularly fresh, engaging, or beautiful. CCSS.ELA.Literacy.RL.11-12.4
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest. CCSS.ELA.Literacy.SL.9-10.5., CCSS.ELA.Literacy.SL.11-12.5

Speaking and Listening Standards

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA.Literacy.SL.9-10.1
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA.Literacy.SL.11-12.1

Writing Standard

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA.Literacy.W.9-10.1, CCSS.ELA.Literacy.W.11-12.1

North Carolina Essential Standards

American History

- Analyze primary sources in terms of the creator’s perspective, purpose, the overall historical context in which each was produced, and their significance to the struggle for freedom and equality. 12.H.1.3
- Use historical inquiry and methods to generate questions, theories, debates and narratives from a variety of sources. 12.H.1.4

American Humanities Seminar

- Understand how conflict and consensus influences American culture. 12.C.5

Learning Targets

- I can write arguments to support claims using valid reasoning and evidence.
- I can use digital media to create a presentation that demonstrates my understanding of the analysis of two writers/poets artistic social protest works.

Materials Needed

- Poetry Analysis Sheet (Blank)
- Poetry Analysis sheets from pre-lesson activity
- Lyrics to Bob Dylan’s “*Union Sun Down*” (included)
- Book: *Chicago Poems* by Carl Sandburg

Background Information

While visiting the Carl Sandburg Home students will likely learn that Carl Sandburg had a deep appreciation for music. He often ended his lectures by playing his guitar and singing some of his favorite American folk songs. In 1927, poet Carl **Sandburg** published *The American Songbag* **which featured** words and music to 280 songs and ballads that have been sung throughout American history. **Many of these songs have themes like Sandburg’s poems and tell a story. Carl Sandburg was admired by many song writers and poets such as Bob Dylan. Like Sandburg, many of Dylan’s songs are wonderful examples of poems influenced by historic events. In the 1960’s Bob Dylan even stopped by Connemara to meet Carl Sandburg.** Sandburg and Dylan visited for about twenty minutes on the front porch and talked about poetry and folk music. Despite their age difference, Sandburg and Dylan had much in common. They were both first generation Americans, born in the Midwest. They both admired Whitman and Guthrie and were collectors of folk songs.

Procedure

Activating Strategy

Frayer Model, have students complete a Frayer Model that focuses on Social Protest. Go to <http://www.worksheetworks.com/miscellanea/graphic-organizers/frayer.html> to create a Frayer Model for “Social Protest” prior to the lesson. Allow students time to share their completed Frayer Model. Do not have students make any corrections or changes to their Frayer Model until after the lesson.

Teaching Strategy

1. Have students analyze the words to Bob Dylan’s song *Union Sun Down* using the poetry analysis sheet.
2. Using the included poetry analysis sheet, have students compare and contrast Bob Dylan’s *Union Sun Down* and Carl Sandburg’s *Mill Doors* or *They Will Say*. Since topic and tone are clear for each of these works, encourage students to focus on the rhetorical devices used by each writer to achieve his purpose.
3. Have students imagine that they must choose either the Dylan lyrics or one of the two Sandburg poems as an example of artistic social protest.
4. Each student must defend his/her choice by clearly stating the writer’s opinion while offering textual evidence that supports the writer’s assertions.
5. Students will create a web 2.0 presentation that utilizes digital media that identifies both the writer’s opinion and evidence that supports the opinion.
6. Individually students will present to their classmates.
7. Students will be graded by their peers using the provided rubric.

Summarizing Strategy

Frayer Model, referencing the Frayer Model used for the activating strategy, students make changes, corrections or additions to their initial work. Student volunteers then share the changes made and the reasons why with the whole class. Teacher will collect completed and revised Frayer Model.

Extension

1. Have students research and find a song of their choice which is a) Written by the singer b) Tells a story.
2. Have the students bring the printed words of their chosen song to class. (Should also include song title and artist) Please make sure to reinforce that the song must be free of derogatory words.
- 3) Using the Poem Analysis Worksheet, ask the students to analyze their chosen song.

Post-Visit Lesson 1

Songs that Tell a Story

Union Sun Down

Well, my shoes, they come from Singapore,
My flashlight's from Taiwan,
My tablecloth's from Malaysia,
My belt buckle's from the Amazon.
You know, this shirt I wear comes from the
Philippines
And the car I drive is a Chevrolet,
It was put together down in Argentina
By a guy makin' thirty cents a day.

Well, it's sundown on the union
And what's made in the U.S.A.
Sure was a good idea
'Til greed got in the way.

Well, this silk dress is from Hong Kong
And the pearls are from Japan.
Well, the dog collar's from India
And the flower pot's from Pakistan.
All the furniture, it says "Made in Brazil"
Where a woman, she slaved for sure
Bringin' home thirty cents a day to a family
of twelve,
You know, that's a lot of money to her.

Well, it's sundown on the union
And what's made in the U.S.A.
Sure was a good idea
'Til greed got in the way.

Well, you know, lots of people complainin'
that there is no work.
I say, "Why you say that for
When nothin' you got is U.S.-made?"
They don't make nothin' here no more,
You know, capitalism is above the law.
It say, "It don't count 'less it sells."
When it costs too much to build it at home
You just build it cheaper someplace else.

Well, it's sundown on the union
And what's made in the U.S.A.
Sure was a good idea
'Til greed got in the way.

Well, the job that you used to have,
They gave it to somebody down in El
Salvador.
The unions are big business, friend,
And they're goin' out like a dinosaur.
They used to grow food in Kansas
Now they want to grow it on the moon and
eat it raw.
I can see the day coming when even your
home garden
Is gonna be against the law.

Well, it's sundown on the union
And what's made in the U.S.A.
Sure was a good idea
'Til greed got in the way.

Democracy don't rule the world,
You'd better get that in your head.
This world is ruled by violence
But I guess that's better left unsaid.
From Broadway to the Milky Way,
That's a lot of territory indeed
And a man's gonna do what he has to do
When he's got a hungry mouth to feed.

Well, it's sundown on the union
And what's made in the U.S.A.
Sure was a good idea
'Til greed got in the way.

*Lyrics by Bob Dylan
1983 Special Rider Music*

WE CAN'T MAKE IT HERE ANYMORE

There's a Vietnam Vet with a cardboard sign
Sitting there by the left-turn line,
Flag on his wheelchair flapping in the
breeze,
One leg missing and both hands free.
No one's paying much mind to him,
The V.A. budget's just stretched so thin
And now there's more coming back from the
Mideast war-- We can't make it here
anymore

That big ol' building was the textile mill
that fed our kids and it paid our bills,
But they turned us out and they closed the
doors: We can't make it here anymore.

See those pallets piled up on the loading
dock?
They're just gonna sit there 'til they rot
'Cause there's nothing to ship,
nothing to pack
Just busted concrete and rusted tracks.
Empty storefronts around the square,
There's a needle in the gutter and glass
everywhere.
You don't come down here unless you're
looking to score:
We can't make it here anymore

The bar's still open, but, man, it's slow;
The tip jar's light and the register's low.
The bartender don't have much to say;
The regular crowd gets thinner each day.
Some have maxed out all their credit cards,
Some are working two jobs and living in
cars.
Minimum wage won't pay for a roof, won't
pay for a drink
If you gotta have proof, just try it yourself,
Mr. CEO.
See how far \$5.15 an hour will go.
Take a part-time job at one of your stores:
Bet you can't make it here anymore

There's a high school girl with a bourgeois
dream.
Just like the pictures in the magazine
She found on the floor of the Laundromat.
A woman with kids can forget all that.
If she comes up pregnant, what'll she do?
Forget the career, forget about school
Can she live on faith? Live on hope?

High on religion or hooked on dope?
When it's way too late to just say no,
You can't make it here anymore.

Now I'm stocking shirts in the Wal-Mart
store, Just like the ones we made before
' Cept this one came from Singapore
I guess we can't make it here anymore
Should I hate a people for the shade of their
skin?
Or the shape of their eyes or the shape I'm
in?
Should I hate 'em for having our jobs today?
No, I hate the men sent the jobs away--
I can see them all now, they haunt my
dreams
All lily-white and squeaky clean
They've never known want, they'll never
know need
Their @#%! don't stink and their kids won't
bleed, Their kids won't bleed in their damn
little war
And we can't make it here anymore.

We'll work for food, we'll die for oil
We'll kill for power and to us the spoils
The billionaires get to pay less tax
The working poor get to fall through the
cracks
So let 'em eat jellybeans let 'em eat cake
Let 'em eat @#%!, whatever it takes
They can join the Air Force or join the Corps
If they can't make it here anymore

So that's how it is, that's what we got
If the president wants to admit it or not
You can read it in the paper, read it on the
wall
Hear it on the wind--if you're listening at all
Get out of that limo, look us in the eye
Call us on the cell phone, tell us all why

In Dayton, Ohio or Portland, Maine,
Or a cotton gin out on the great high plains
That's done closed down along with the
school
And the hospital and the swimming pool
Dust devils dance in the noonday heat
There's rats in the alley and trash in the
street
Gang graffiti on a boxcar door
We can't make it here anymore
--JAMES MCMURTRY 1994

Songs with Social Influence Digital Media Presentation Rubric

Name

Date

<i>Category</i>	4	3	2	1
stated writer's opinion	clearly and concisely stated	adequately stated	somewhat adequately stated	no stated opinion
evidence supporting writer's opinion	overwhelming evidence provided	adequate evidence provided	somewhat adequate evidence provided	no evidence presented
digital media	vast elements of digital media correctly used in Web 2.0 presentation	adequate elements of digital media correctly used in Web 2.0 presentation	somewhat adequate elements of digital media correctly used in Web 2.0 presentation	no digital media used