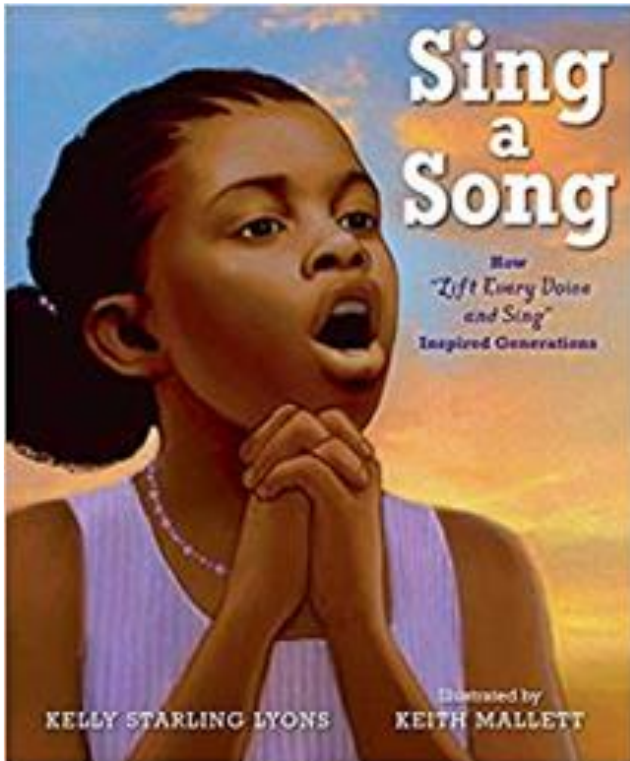


Study Guide and Lesson Plans



ABSTRACT

"Tracing the history of Black Americans since 1900 through five generations of one family, this creative book also connects events and cultural shifts with particular lines in the song, underscoring their relevance during certain times. . . . With clarity and warmth, the illustrations sensitively capture the changing characters, emotions, and eras as time passes. . . . Well-structured, original story. . . . Dovetailing nicely with the books that introduce the song itself, this moving picture book celebrates it as a 'symbol of faith, brilliance, resistance, and resilience.'" - Booklist Starred Review



Table of Contents

Topic	Page Number
Overview	2
Lift Every Voice and Sing, the lyrics	4
Vocabulary	5
Second Grade ELA	6
Second Grade Social Studies	7
Second Grade Music	8
Third Grade ELA	9
Third Grade Music	11
Fourth Grade ELA	12
Fourth Grade Social Studies	14
Fourth Grade Music	16
Fifth Grade ELA	17
Fifth Grade Social Studies	18
Fifth Grade Music	20
Appendix A	21
Optional Projects for any grade level	22

Overview

This study guide for [Sing A Song: How “Lift Every Voice and Sing” Inspired Generations](#) by Kelly Starling Lyons and illustrated by Keith Mallett was created by Veronica Primus, a veteran teacher, administrator, literacy coach, community activist and creator of The Stronger Thread Network LLC. We are so grateful for the gift of this book to explain an iconic song that’s been so instrumental across generations to inspire hope. Teachers, parents, church choirs and others now have an excellent resource to expose children to the meaning of this wonderful song.

Teaching the song should start with hearing it in its entirety. There are many renditions performed by diverse choirs and musicians. Many can be found at:

<https://www.jamesweldonjohnson.org/press-1>

After hearing the song, proceed with historical facts from the website, The Author’s Note in the back of the book and reading the lyrics. The site, Literary Devices, analyzes the words of Lift Every Voice & Sing. It explores the history, themes, representation of joy and poetic devices including simile, alliteration, symbolism and imagery. You can use that resource to help students understand the song and reinforce their understanding of figurative language. Consider, for instance, the line, "High as the listening skies." Have students identify what poetic device that represents. Learn more at <https://literarydevices.net/lift-every-voice-and-sing/>.

TARGET GRADES

This study guide has been written for second, third, fourth and fifth grades. However, it can be adapted for middle and high school. The lessons have been correlated to the standards from Common Core ELA, South Carolina Social Studies and South Carolina Music. Third grade Social Studies is not included because those standards do not fit this book. The lessons have been written for a five-day unit of study, but of course, time is relevant to individual classrooms. Students might need more time or less time depending on the class.

All lessons are intended to be interactive and engaging. The use of worksheets has been minimized to facilitate thinking skills and concrete activities. Assessments should consist of observations and rubrics.

The standards can be found:

Common Core: http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf

SC Social Studies: <https://ed.sc.gov/index.cfm?LinkServID=9677E07B-CFFE-6A5C-AA47F98625149ABC>



SC Music:

[https://ed.sc.gov/scdoe/assets/File/instruction/standards/Visual%20Arts/General Music Design and Media Arts Standards.pdf](https://ed.sc.gov/scdoe/assets/File/instruction/standards/Visual%20Arts/General_Music_Design_and_Media_Arts_Standards.pdf)



Lift Every Voice and Sing

Lyrics by James Weldon Johnson, Music by J. Rosamond Johnson

Lift every voice and sing
Till earth and heaven ring,
Ring with the harmonies of Liberty;
Let our rejoicing rise
High as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us.
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod,
Bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat,
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood of the slaughtered,
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou who hast brought us thus far on the way;
Thou who hast by Thy might
Led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we met Thee,
Lest, our hearts drunk with the wine of the world, we forget Thee;
Shadowed beneath Thy hand,
May we forever stand.
True to our God,
True to our native land.

Vocabulary to Introduce Before Reading

All definitions from www.merriam-webster.com

Anthem	a song or hymn of praise or gladness
Awe	An emotion combining dread and wonder
Chastening rod	To correct with a rod by punishment or suffering
Choir loft	A gallery occupied by a church choir
Chores	The regular or daily light work of a household or farm
Crooned	To sing or speak in a gentle murmuring manner
Discrimination	Prejudiced outlook, action or treatment against a group or individual
Hymn	A song of praise or joy
Journeyed	An act of traveling from one place to another
Protests	A complaint, objection, or display of unwillingness usually to an idea or a course of action
Racism	A belief that race is the primary determinant of human traits and capacities and these differences produce a superiority of a particular race
Rallies	To arouse for action
Resound	To produce a sonorous or echoing sound
Steel mill	A mill where steel is manufactured
Trod	Stepped or walked over, past tense of <i>tread</i>
Weary	Having one's patience, tolerance, or pleasure exhausted

Second Grade

CCSS ELA Standard RL.1

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges

I CAN statements and Success Criteria

1. I can answer who, what, where, when and why questions from a text.
2. I can recount stories and state the lesson or moral.
3. I can describe how characters respond to major events and challenges in a story.

Lessons:

Day	Activity
1	<ol style="list-style-type: none">a. Read the book aloud, stop and check for understanding as you read.b. Direct partners to discuss details. Invite sharing from discussions. Bring attention to change in time and culture as illustrated in pictures.c. Write the vocabulary words on an anchor chart.
2	<ol style="list-style-type: none">a. Read the book again and instruct students to take notes on post-its or reading journals answering questions: Who, what, where, when, why.b. Have students place their post-it answers on an anchor chart.c. Divide students into 5 groups and assign a question per group. Ex., the “who” group will conference and prepare a summary of “who” answers, the “what” group will conference and prepare to report out on summarized “what” questions, etc.
3	Bring students to the carpet and discuss inferred meaning from the book. Have selected students retell the story using the pictures and pointing to specific details in the book. Discuss what the story means to them.
4	<ol style="list-style-type: none">a. Bring students to the carpet and model how to write a summary of their favorite part of the book and why.b. This would be an opinion piece with details from the text. Students will write about their favorite part of the book. Encourage use of vocabulary from anchor chart. Illustrations are encouraged.
5	<ol style="list-style-type: none">a. Identify and list major events in the story and have students discuss actions of the characters.b. Instruct students to complete writings and drawings and prepare to present to the class by reading their work or orally explaining their responses.

Second Grade SC Social Studies Standards

Standard 1: Utilize the college and career skills of a historian to study the continuity and changes over time in the United States.

Enduring Understanding: Students will employ the historical thinking skills of comparison, cause and effect, continuities and changes, and sourcing to study the diversity of the United States.

The student will: 2.H.1 Identify and compare significant historical events, moments, and symbols in U.S. history.

2.H.2 Examine current or past events from U.S. history, and discuss the possible causes and effects.

2.H.3 Analyze patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines.

I CAN statements and Success Criteria

1. I can recognize cause and effect, continuity and change over time.
2. I can identify and compare significant historical events and symbols in U.S. History.
3. I can use sources such as graphic organizers, photographs/images, texts and timelines to analyze patterns of change in U. S. history.

Lessons:

Days	Activity																
1	Read aloud the book or extend learning from ELA block. Discuss cause and effect, ex., why did the Johnson brothers write the hymn? Answer: to celebrate President Lincoln's birthday. Why did the characters change over time? Answer: The children grew up and had children of their own.																
2	<p>Identify the historical eras and major events illustrated in the book. Create a chart and students should list details from pictures.</p> <p>Example:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Dates</th> <th>Items</th> </tr> </thead> <tbody> <tr> <td>1900</td> <td>Clothing of the children: long dresses, overalls House: wood stove, oil lamp Major events: all black schools, etc.</td> </tr> <tr> <td>1920 (approx.)</td> <td>Travel: train House: lamp Major event: Great Migration</td> </tr> <tr> <td>1945</td> <td>Return from WWII Discrimination</td> </tr> <tr> <td>1968</td> <td>Dr. King killed</td> </tr> <tr> <td>1970's</td> <td>Protest marches</td> </tr> <tr> <td>1980's</td> <td>Rallies, businesses</td> </tr> <tr> <td>2016</td> <td>Opening of National Museum of African American History & Culture</td> </tr> </tbody> </table>	Dates	Items	1900	Clothing of the children: long dresses, overalls House: wood stove, oil lamp Major events: all black schools, etc.	1920 (approx.)	Travel: train House: lamp Major event: Great Migration	1945	Return from WWII Discrimination	1968	Dr. King killed	1970's	Protest marches	1980's	Rallies, businesses	2016	Opening of National Museum of African American History & Culture
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3, 4, 5	<p>Create a timeline around the room and have students post their own pictures and/or writing in response to the time periods illustrated in the book.</p> <p>The timeline could simply be a roll of paper around the walls, blue tape or individual sheets of paper. The teacher should post other pictures of the time periods to help students visualize the specific eras. A good resource for creating a timeline:</p> <p>https://venngage.com/blog/timeline-template/#5</p>
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Second Grade Music Standard
<p>Artistic Processes: Connecting - I can relate music ideas to personal meaning, other arts disciplines, and content areas.</p> <p>Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.</p>
I CAN statements and Success Criteria
<ol style="list-style-type: none"> 1. I can get personal meaning from music and relate it to other content areas. 2. I can examine music from historical periods and culture.

Lessons:

Days	Activities
1	<p>Students listen to different renditions of the song from the website: https://www.jamesweldonjohnson.org/press-1 I suggest Melba Moore’s and Beyoncé’s. Students will more readily identify with the Beyoncé version.</p>
2	<ol style="list-style-type: none"> a. Read book aloud if not read during ELA. b. Discuss illustrations and depictions of historical eras and events.
3	<p>Have students compare and contrast the song with other songs from each of the eras.</p>
4	<p>Instruct students in singing the song after reciting the lyrics.</p>

Third Grade

CCSS ELA Standards RL3.1
<p>Key Ideas and Details:</p> <p>3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>
I CAN statements and Success Criteria
<ol style="list-style-type: none"> 1. I can describe characters including their traits, motivations and feelings. 2. I can explain how their actions contribute to the sequence of events. 3. I can explain specific aspects of a text’s illustrations and how it’s connected to the words. 4. I can explain how illustrations create mood and emphasize character and setting.

Lessons:

Days	Activities
1	<ol style="list-style-type: none"> a. Read the book aloud, stop and check for understanding as you read. b. Direct partners to discuss details. Invite sharing from discussions. Bring attention to change in time and culture as illustrated in pictures. c. Write the vocabulary words on an anchor chart.
2	<ol style="list-style-type: none"> a. Read the book again and instruct students to take notes on post-its or reading journals answering questions: “Who are the main characters in the story?” b. Instruct students to select the main characters from each time period. Write a description of the characters’ traits, motivations and feelings. c. Discuss how each scene connects to the next scene by the actions of the main characters. Ex. The little girl from 1900 marries, has a baby boy and teaches him the song. He then teaches it to his daughter. d. Create an anchor chart showing the sequence of events using temporal words. Ex. first, next, after, before, last, etc.
3	<ol style="list-style-type: none"> a. Review the book again in a whole group. Examine illustrations and have partners discuss meaning of pictures as it relates to the text. b. Assign specific pages to groups. Have them write details from each illustration and make a connection to the lyrics of the song. Example: Consider the page where the little girl is singing with the sky in the background after the death of Dr. King and the question, “Who would lead them now?” “The song whispered an answer...” Why did the author put those lyrics on that page?



4	<ul style="list-style-type: none">a. Continue instructing students to examine illustrations and focus on the mood and feelings in the pictures. Brainstorm list of adjectives describing feelings and mood, ex. somber, tender, angry, proud, thoughtful, etc.b. List of adjectives for emotions and tone: https://www.yourdictionary.com/pdf/articles/291.adjectives-for-tone-feelings-and-emotions.pdfc. Encourage students to use words in their writing as previously instructed.
5	After completion of writing assignments, have students share out and/or post writings.

Third Grade Music

SC Music Standards

Artistic Processes: Connecting- I can relate music ideas to personal meaning, other arts disciplines, and content areas.

Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.

I CAN statements and Success Criteria

1. I can get personal meaning from music and relate it to other content areas.
2. I can examine music from historical periods and culture.

Lessons:

1	Students listen to different renditions of song from the website: https://www.jamesweldonjohnson.org/press-1 I suggest Melba Moore's and Beyoncé's. Students will more readily identify with the Beyoncé version.
2	<ol style="list-style-type: none">a. Read book aloud if not read during ELA.b. Discuss illustrations and depictions of historical era and events.c. Post vocabulary, discuss and place on an anchor chart.
3	Have students compare and contrast the song with other songs from each of the eras.
4	Instruct students in singing the song after reciting the lyrics.

Fourth Grade

CCSS ELA Standard RL.4.7

Key Ideas and Details

3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Integration of Knowledge and Ideas

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

I CAN statements and Success Criteria

- 3.1 I know a character can be described based on his/her thoughts, words, actions, decisions, physical attributes, and interactions with others.
- 3.2 I know a setting can be described based on the time and place.
- 3.3 I know an event can be described based on the characters, action, impact on other events, and the location within the timeline of a story or drama.
- 7.1 I can make connections between written, visual, and oral versions of a text to improve my comprehension of the text.
- 7.2 I know that making connections requires me to consider the text and my background knowledge.
- 7.3 I can identify descriptions and directions in a written, visual, or oral presentation of a text.

Lessons:

Days	Activities
1	<ol style="list-style-type: none"> a. Read aloud the book to whole group. b. Stop and discuss. Instruct students to make notes on Post-its or in reading response journals. c. Listen to several renditions from website listed in Overview.
2	<p>Instruct students to select their favorite character and provide a detailed description. Provide copies of the graphic organizers from the following website. http://www.fcrr.org/studentactivities/c_001c.pdf</p>
3	<ol style="list-style-type: none"> a. Divide class into three groups. The first one to focus on characters, second focus on setting and third to focus on events. b. The character group will use descriptions from previous lesson to compile descriptions of all characters identified by students. c. The setting group will describe various settings in the book in sequential order. Questions to guide setting descriptions: Where is it? When is it? What is the weather like? What are the social conditions? What is the landscape or environment like? What special details make the setting vivid? d. The events group will list and describe the events in sequential order. Ex. 1900s - writing of the song and first performance, days of discrimination with soldier after WWII, Dr. King’s death, protest marching, etc.



4	The class will be encouraged to make connections among characters, setting and events to retell the story in their own words.
5	Culminating activity: Lead a discussion with the following sample questions about the text and illustrations: <ol style="list-style-type: none"><li data-bbox="451 338 1432 407">1. How did the text and illustrations show the song being passed down through several generations?<li data-bbox="451 407 1432 476">2. How did the Great Migration enable the song's spread throughout the country?<li data-bbox="451 476 1432 546">3. What's the significance of the song being sung at the opening of the National Museum of African American History & Culture?

Fourth Grade SC Social Studies Standards

Indicator Expression CO: Comparison- Identify comparisons based on common or differing characteristics or contexts. To demonstrate their ability to use the skill of comparison, students should:

- identify characteristics (i.e. who, what, where, why, when, and how) of historical developments.
- identify similarities and/or differences between historical events, ideas, and/or characteristics.
- identify similarities and/or differences between political, economic, and/or geographic regions.
- identify similarities and/or differences of perspectives between groups of people.

CE: Causation- Identify multiple causes and effects, to include distinguishing long-term and short-term examples. To demonstrate their ability to use the skill of causation, students should:

- identify multiple causes and effects (i.e. short-term and long-term) for historical events.
- identify how previous events contributed to subsequent events.
- identify how history would be different if historical events had different outcomes.

P: Periodization- Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries). To demonstrate their ability to think in terms of periodization, students should:

- identify and understand time periods using units of time (e.g., decades, half-centuries, and centuries).
- organize major historical events chronologically.
- evaluate a historical narrative to identify its components.
- create a historical narrative to summarize major developments within a given time period.

CX: Context- Make connections between historical developments in history using specific references to time, place, and broader circumstances. To demonstrate their ability to use context, students should:

- explain how historical events have a local impact.
- explain how historical events have an impact beyond the local area.
- use evidence to explain the progression of historical events.
- make connections between historical events and current events.

CC: Continuities and Changes- Recognize patterns of historical continuity and changes in history. To demonstrate their ability to understand continuities and changes, students should:

- identify recurring patterns in historical events.
- identify changes in the patterns of historical events.
- identify continuities in the patterns of historical events.

I CAN statements and Success Criteria

- I can identify characteristics of historical developments.
- I can identify causes and effects of historical events.
- I can identify time periods and organize events chronologically.
- I can identify how historical events impact local areas.
- I can identify how events can happen more than once.

Lessons:

Days	Activities
1	Read the book aloud to the whole group if not read in ELA. Discuss historical events in the book. Select supporting details from the text and illustrations. List them on a timeline around the wall.
2	Identify what caused each event as depicted in the story. Assign research questions if not clear in the book. Students should use other resources to find answers, ex. internet, library.
3	Assign a time period to groups. Have them research and provide pictures from other sources to complete a timeline.



4	Discuss how events in story have implications for today. Ex. Protest marches led to equal rights, etc.
5	Discuss how history is often repeated. Ex. World War I and II, children growing up and passing their heritage to the next generation. Culminating activity: Integrate the ELA lesson with SS by assigning the class to create a play with results from the character study, settings and events study. Artistic students can paint backdrops to show the different time periods and actors and actresses can be selected to portray the main characters.

Fourth Grade SC Music Standards

Artistic Processes: Connecting - I can relate music ideas to personal meaning, other arts disciplines, and content areas.

Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.

I CAN statements and Success criteria

1. I can get personal meaning from music and relate it to other content areas.
2. I can examine music from historical periods and culture.

Lessons:

Days	Activities
1	Students listen to different renditions of the song from the website: https://www.jamesweldonjohnson.org/press-1 I suggest Melba Moore's and Beyoncé's. Students will more readily identify with the Beyoncé version.
2	<ul style="list-style-type: none">c. Read book aloud if not read during ELA.d. Discuss illustrations and depictions of historical eras and events.d. Post vocabulary, discuss and place on an anchor chart.
3	Have students compare and contrast the song with other songs from each of the eras.
4	Instruct students in singing the song after reciting the lyrics.

Fifth Grade

<p>ELA Standards</p> <p>Key Ideas and Details RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact).</p> <p>Integration of Knowledge and Ideas RL 5.7 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>I CAN statements and Success Criteria</p> <p>I can analyze visual and multimedia elements in a text. I can make connections between visual/multimedia elements and text. I can determine how visual and multimedia elements influence the meaning, tone, or beauty of a text.</p>

Lessons:

Days	Activities
1	a. Read aloud the book to whole group. b. Stop and discuss. Instruct students to make notes on Post-its or in reading response journals. c. Listen to several renditions of the song from website listed in Overview.
2	a. Provide a copy of the book for each student (if possible). b. Instruct them to examine each page of illustrations carefully and make notes about what the author is saying and how it makes you feel. They can create a chart for their notes. c. Instruct the students to share their findings with the class. d. Post differing opinions on an anchor chart for class discussion. Have students to justify their answers with specific detail from the text and illustrations.
3 - 5	Encourage students to carefully analyze the text and illustrations in the book. Assign pages to groups for discussion and written or oral reporting. Sample Discussion Questions: <ol style="list-style-type: none"> How did the text and illustrations show the song being passed down through several generations? How did the Great Migration enable the song's spread throughout the country? What's the significance of the song being sung at the opening of the National Museum of African American History & Culture?

Fifth Grade SC SS Standards

Indicator Expression

CO: Comparison- Generate comparisons based on common or differing characteristics or contexts.

To demonstrate their ability to use the skill of comparison, students should:

- identify characteristics (i.e. who, what, where, why, when, and how) of historical developments.
- identify similarities and/or differences between historical events, ideas, and/or characteristics.
- identify similarities and/or differences between political, economic, and/or geographic regions.
- identify similarities and/or differences of perspectives between groups of people.
- identify how historical events affect the United States and South Carolina similarly and differently.

CE: Causation- Analyze multiple causes and effects, to include distinguishing long-term and short-term examples. To demonstrate their ability to use the skill of causation, students should:

- identify multiple causes and effects (i.e. short-term and long-term) for historical events.
- interpret the long-term effects of historical events.
- interpret the short-term effects.

P: Periodization- Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries). To demonstrate their ability to think in terms of periodization, students should:

- categorize historical events into blocks of time (e.g., decades, half-centuries, centuries).
- organize major historical events chronologically.
- evaluate a historical narrative to identify its components.
- create a historical narrative to summarize major developments within a given time period.

CX: Context- Describe historical developments using specific references to time, place, and broader circumstances. To demonstrate their ability to use context, students should:

- explain how historical events affect the United States.
- explain how historical events affect South Carolina.
- use evidence to explain the progression of historical events.
- make connections between historical events to current events.

I CAN statements and Success Criteria

I can identify characteristics (i.e. who, what, where, why, when, and how) of historical developments.

I can identify multiple causes and effects (i.e. short-term and long-term) for historical events.

I can categorize historical events into blocks of time (e.g., decades, half-centuries, centuries).

I can explain how historical events affect South Carolina and the United States.

Lessons:

Days	Activities
1	<ul style="list-style-type: none"> a. Read the book aloud to whole class if not done in ELA. b. Explain how ELA can be integrated with social studies when using historical fiction. c. Instruct students to take notes on Post-its or in their response journals. They should make a note whenever the time period changes in the book.
2	<ul style="list-style-type: none"> a. Students will answer the following questions for each historical development: who, what, where, why, when, and how. b. A graphic organizer would be helpful in guiding the learning. (see appendix A)
3	Identify the causes and effects of each historical development as listed in the chart. Assign research questions for students to find answers.



4 - 5	<p>a. Explain how South Carolina and the U.S. was affected by each historical event.</p> <p>b. Continue to research additional facts.</p> <p>Students will produce written reports based on research of historical events.</p>
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Fifth Grade SC Music Standard

Artistic Processes: Connecting - I can relate music ideas to personal meaning, other arts disciplines, and content areas.

Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.

I CAN statements and Success criteria

I can get personal meaning from music and relate it to other content areas.

I can examine music from historical periods and culture.

Lessons:

1	Students listen to different renditions of the song from the website: https://www.jamesweldonjohnson.org/press-1 I suggest Melba Moore's and Beyoncé's. Students will more readily identify with the Beyoncé version.
2	<ul style="list-style-type: none">e. Read book aloud if not read during ELA.f. Discuss illustrations and depictions of historical eras and events.e. Post vocabulary, discuss and place on an anchor chart.
3	Have students compare and contrast the song with other songs from each of the eras.
4	Instruct students in singing the song after reciting the lyrics.

Appendix A

Historical Sequence from the Book (years are approximate)

What are other historical events happening during each time period?

First little girl from 1900	Little girl grows up and gets married, travels to Pennsylvania from Florida (Great Migration) 1920	Little girl has a baby boy and sings to him. She becomes a teacher and husband works in the steel mill. 1925
Little boy sings in the choir. 1930	Boy grows up and goes to war. He returns from WWII to discrimination. 1945	Boy gets married and have a baby girl. Girl sings the song in school. 1955
Little girl looks for answers after the death of Dr. Martin Luther King, Jr. 1968	Little girl becomes a lawyer and participates in marches for equality. 1978	Girl marries and has a baby boy. They sing at family reunions. 1988
Boy grows up, graduates from college and opens a business. He participates in rallies against racism. He marries and has a daughter. 2010	Family attends opening of African American Museum of History & Culture in Washington, DC. 2016	President Obama and others ring the freedom bell. Song is sung.
<i>Now place yourself in history and tell how you will remember the song.</i>		



Optional Projects

Example: A play or video can be created by students at any grade level.

A play can be developed based on the book. Artistic students can paint backdrops to show the different time periods and actors and actresses can be selected to portray the main characters.

Students will select period clothing to reflect the passage of time. There are 12 scenes according to the historical changes. The scenes can be painted on bulletin board paper or poster paper.

A choir can be selected to sing in the background.