

Author’s Name: Dr. Johnny Merry and Chelsea Ray

Lesson Title: Fight for your right to



Grade Level: 12

Essential Question: Is freedom of speech absolute? Should music containing explicit content feature a warning label for parents? Who decides what is or is not appropriate for children?

Lesson Foundations

Content Standards	Social Studies Academic Electives 2: Apply disciplinary concepts and tools to address compelling questions. Social Studies Academic Electives 3: Communicate conclusions and take informed action.		
Learning Objective(s)	<ol style="list-style-type: none"> 1. Students will be able to describe the debate over music censorship in America. 2. Students will be able to build and support an argument for or against labeling albums with a Parental Advisory sticker. 	Assessment(s)	<ol style="list-style-type: none"> 1. Think, Pair, Share Handout 2. Big Paper Posters 3. Big Paper Presentations 4. Presentation Notes 5. Summative Response - Written Argument
Materials & Resources	<ul style="list-style-type: none"> • Origins Article: 50 Years Ago: the Beatles, Rock, and Race in America (See Sources Template) • Primary sources/Support Articles: See Sources Template • Think, Pair, Share Handout • Big Paper/Posters, Markers • Presentation Notes • PowerPoint Slides 		

Instructional Procedures/Steps

<p>Opening 10-15 Minutes</p>	<p>1. <u>Think, Pair, Share:</u></p> <ul style="list-style-type: none"> ○ [Assign the Origins article (Document A) as reading homework the day prior to this lesson.] ○ Project the Think, Pair, Share question on the slides. As students enter the classroom, instruct them to think about the question and write down their thoughts in the first box of their Think, Pair, Share Handout: Why did parents in the 50s-60s not want their children to listen to Rock n’ Roll? ○ Once all students are settled and have had a few minutes to reflect, instruct students to share their thoughts with a partner who is sitting near them. ○ After allowing for students to share their thoughts in pairs, bring the class together to share responses with the entire class. This could be a partner sharing what their partner had shared with them, or sharing their own thoughts. <p>2. <u>Introduce Learning Objectives & Compelling Questions:</u></p> <ul style="list-style-type: none"> ○ Project the Learning Objectives & Compelling Questions slide on the board. ○ Review with students the goals of the lesson, and what they should be able to do/know by the end. <p>Materials Needed: Think Pair Share Template, Slides</p>
<p>Instruction 65-70 Minutes</p>	<p>1. <u>Big Paper:</u></p> <ul style="list-style-type: none"> ○ Introduce the activity: Project the directions on the board as you explain the activity to the class. <ul style="list-style-type: none"> ▪ There will be 5 groups, and each group will be responsible for creating a “Big Paper”/poster informing their audience (class) about their assigned topic. ▪ In each group, you will be assigned a set of primary and secondary sources to explore and investigate. With each source, you must SOURCE it (determine its credibility) and analyze it in response to the COMPELLING QUESTIONS for the lesson. <i>The group topics will be introduced at the end of these instructions.</i> ▪ The sources can be found on the source document. It would be a good idea to divide and conquer the sources within your group. ▪ Using these sources, create your Big Paper in order that you can use it to inform your class about your assigned topic. On your poster, you should include background information, as well as information that you feel is important to addressing the compelling questions. ○ Introduce the group topics, and give very brief explanations where necessary. ○ Assign groups to specific groups of students, or allow students to choose their group’s topic.

- Project the compelling questions on the board so that students have them to refer to as they complete their Big Paper.
- About half way through the time allotted for this activity, encourage students to begin putting their information onto their posters, sharing their findings with their group if they have divided and conquered, and discuss how they will portray this information to the class.
- Consistently remind students of remaining time throughout the activity.
- Big Paper Group Topics:
 - **Group 1:** Filthy Fifteen (Document E)
 - **Group 2:** Congressional testimony from Dee Snider, Frank Zappa, John Denver (Documents B,C,D)
 - Choose a 3-5 minute clip from each speech that you feel best encompasses the message you would like this group to receive. [The first few minutes serve as great introductions.] You could also have the students in this group choose which quotes or clips are most important in regards to the compelling questions.
 - **Group 3:** RIAA Website & PAL guidelines (Document F)
 - **Group 4:** PMRC, Tipper Gore & Gortikov's letter (Documents G,H,I)
 - **Group 5:** The Artists' Perspective (Documents J,K,L,M,N)
 - If groups are not divided evenly, add extra students to Group 5. Group 5 does not need to use all 5 sources on the poster.

Materials: Sources posted on Google Classroom if available (see Sources Template document; supplemental sources/additional sources also available on this document) or printed Sources Template, Poster Paper, Markers

2. **Big Paper Presentations:**

- Once each group has completed their Big Papers or time for this activity runs out, explain to students that they will be sharing their Big Paper with the class.
- Each group will have 3-5 minutes to present their Big Paper.
- As each group presents, the students in the audience will complete the Presentation Notes handout. This handout can be collected to be used as an assessment, as well as to ensure accountability for active listening.
- Presentations will be used for a group assessment of each assigned topic, so as each student presents take notes as to how well the group provided background information about their topic **and** addressed the compelling questions.

Materials: Completed Big Papers, Presentation Notes



<p>Closure Homework or Next Day</p>	<p>1. <u>Responding to the Stickers:</u></p> <ul style="list-style-type: none"> • Option 1: Homework <ul style="list-style-type: none"> ○ After each group has presented and the presentation notes have been collected, introduce the homework to be completed <u>individually</u> before the next class. Inform students that they will have the opportunity to share their art with the class. Project the directions on the slides: <ul style="list-style-type: none"> ▪ Choose any of the following formats to build and support an argument for or against the PAL sticker: Written essay, poem, spoken word, music lyrics, other <i>approved</i> option ○ During the following class, provide the opportunity for students to choose to share their arguments/art. Collect all copies of written responses. • Option 2: Next Day <ul style="list-style-type: none"> ○ After wrapping up the Big Paper presentations and collecting/reviewing the presentation notes, end class for the day. ○ During the next day of class, open with the response activity. Project the directions on the slides. ○ Because this would take place in class, students could have the option to work <u>individually</u> or in a <u>small group</u>. <ul style="list-style-type: none"> ▪ Choose any of the following formats to build and support an argument for or against the PAL sticker: Written essay, poem, spoken word, music lyrics, other <i>approved</i> option ○ Provide the opportunity for students to choose to share their arguments/art. Collect all copies of written responses. <p>Materials: PowerPoint Slides</p>
<p>Accommodations/ Enrichment</p>	<ul style="list-style-type: none"> • Sources - printed copies if necessary or requested. • Supplemental Sources for Background/Extension/Modification • Extra Time if needed • Group Work - collaboration, peer support • Visual Supports • Handouts • Student Choice - groups, group topics, source analysis, summative argument response

