

# RAISING OUR VOICES

## TEACHERS' OVERVIEW

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### Introduction

*Raising Our Voices* is an inspiring series of lessons which enables you to deliver a cross-curricular project on the role of music in social change. Focusing on issues of inequality, with particular reference to the Civil Rights Movement in the United States and the land rights of indigenous communities in Chile and Bolivia; the sessions will enable learners to explore aspects of human rights and equality issues and discover how music has been used to express people's voices in a protest context.

The sessions will enable you to bring music into the classroom through simple singing performance opportunities, and also support literacy development through the construction of song lyrics. Pupils will develop a range of skills, such as confidence, teamwork, discipline and creativity within a framework of global citizenship and rights education.

These resources will complement Oxfam's *Raising Her Voice* sessions which you can download at [bit.ly/raisinghervoice](http://bit.ly/raisinghervoice). The *Raising Her Voice* materials explore the role of music in championing the rights of girls and women; promoting an awareness and appreciation of West African musical styles and instruments, and also of the diversity in West African music. The *Raising Her Voice* and the *Raising Our Voices* packs can be used together or independently of each other.

### Aims of *Raising Our Voices*

- To provide real-life information to stimulate pupil's interest in music and human rights.
- To promote an awareness of issues of inequality, with a particular focus on racism and the Civil Rights Movement in the United States, and on the rights of indigenous communities in Latin American contexts.
- To consider examples of how music and song have been used as a way of protesting against inequality.

- To enable pupils to develop confidence, teamwork skills, discipline and creativity through composing and performing their work.
- To help primary teachers fulfil the demands of the national curricula in England, Scotland, Wales and Northern Ireland (for England the new 2014 curriculum has been used).

### **Structure of *Raising Our Voices***

This pack contains four detailed lesson plans as follows:

- One slideshow
- Four sessions:
  - Session 1: Rights, Freedom Songs and the Civil Rights Movement
  - Session 2: Protest songs and racial inequality
  - Session 3: Protest songs and inequality in Latin America
  - Session 4: Writing a protest song

Sessions 1, 2 and 4 are recommended for use across the 7-11 age range. Session 3 gives learners aged 9-11 an opportunity to consider inequalities in present-day Bolivia.

Each lesson plan includes background notes for teachers and, where appropriate, photocopiable resource sheets for pupils and links to online audio and video material. There is also a PowerPoint presentation which can be downloaded.

If teaching time is limited then you can still use this resource by following a 'light' version which will only take an hour. This could consist of shortened versions of the following activities (or you could pick and choose those that would achieve your aims in your context).

- Activity 1.1 *Exploring Rights*
- Activity 1.2 *Freedom Songs and the Civil Rights Movement*
- Activity 2.1 *Exploring protest songs about racial inequality*

### **Differentiation**

Many of the activities lend themselves to differentiation by outcome. However, each detailed lesson plan identifies additional opportunities for the differentiation of individual activities where appropriate.

**Raising Our Voices (Part 2) – detailed session outline**

Session title	Learning Objectives	Learning Outcomes	Key Questions	Activities	Resources
Session 1: Rights, Freedom Songs and the Civil Rights Movement	<ul style="list-style-type: none"> <li>To build knowledge about rights and equality</li> <li>To develop confidence with singing and aural recall.</li> <li>To reflect on how songs can help people to manage and express their feelings.</li> <li>To begin to understand the role of music in the Civil Rights Movement.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will sing a traditional song from American gospel music to gain an understanding of the roots of some protest music.</li> </ul>	<ul style="list-style-type: none"> <li>What is the difference between “needs” and “wants”?</li> <li>What are rights?</li> <li>What was the Civil Rights Movement?</li> <li>What role did songs play in the Civil Rights Movement?</li> <li>How can songs help people to express their feelings?</li> </ul>	Starter: Equality Activity 1.1: Exploring Rights Activity 1.2: Freedom Songs and the Civil Rights Movement	<ul style="list-style-type: none"> <li>Slideshow: <i>Raising Our Voices</i>, slides 1–12</li> <li>Activity sheet: <i>This Little Light of Mine (lyrics)</i></li> <li>Backing track for “This Little Light of Mine” (2min 15sec)</li> <li>Background notes for teachers</li> </ul>
Session 2: Protest songs and racial inequality	<ul style="list-style-type: none"> <li>To reflect on songs which have been used to protest against racial inequality.</li> <li>To use listening skills to explore different genres of music (jazz, folk and hip-hop).</li> <li>To understand that lyrics can have a serious purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will identify and reflect on important messages in protest songs.</li> </ul>	<ul style="list-style-type: none"> <li>How do singers use their songs to communicate their message?</li> <li>What lyrics stand out to me the most?</li> </ul>	Starter: Board race Activity 2.1: Exploring protest songs about racial inequality	<ul style="list-style-type: none"> <li>Slideshow: <i>Raising Our Voices</i> (slides 11–14)</li> <li>Background notes for teachers</li> <li>Activity sheet: <i>Reactions to Freedom Songs</i></li> </ul>
Session 3: Protest songs and inequality in Latin America	<ul style="list-style-type: none"> <li>To develop an understanding of certain forms of racial inequality.</li> <li>To explore a particular style of protest song.</li> <li>To synthesise information from a newspaper article and communicate it to others in a creative way.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will develop a role play based on information from a newspaper reading activity.</li> <li>Learners will use their knowledge of inequality to plan a protest song.</li> </ul>	<ul style="list-style-type: none"> <li>Why do people protest?</li> <li>Who was Victor Jara’s song about?</li> <li>What does “indigenous” mean?</li> <li>Why are land rights important?</li> <li>How can I use a song to tell other people about inequality?</li> </ul>	Starter: Why do people protest? Activity 3.1: Inequality with land rights and protest in Latin America Activity 3.2: News from Bolivia	<ul style="list-style-type: none"> <li>Slideshow: <i>Raising Our Voices</i> (slides 15–21)</li> <li>Activity sheet: <i>The Bolivia News</i></li> <li>Background notes for teachers</li> </ul>
Session 4: Writing a protest song	<ul style="list-style-type: none"> <li>To summarise what has been learnt so far about inequality.</li> <li>To use knowledge, creative writing and musical skills to write own lyrics.</li> <li>To develop teamwork skills to plan and give a performance.</li> <li>To use critical thinking skills to assess issues.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will write lyrics for a protest song about inequality.</li> <li>Learners will give a performance of their own song.</li> <li>Learners will think about how to perform the song in front of others.</li> </ul>	<ul style="list-style-type: none"> <li>What have we learnt about inequality so far?</li> <li>How can I use a song to tell other people about this?</li> <li>What are the best words to use to fit in with the music and to express what I want to say?</li> </ul>	Starter: Recap Quiz Activity 4.1: Writing a protest song Activity 4.2: Song performance	<ul style="list-style-type: none"> <li>Backing tracks for “This Little Light of Mine” and “I Wish I Knew How it Feels to be Free”.</li> </ul>



## Global Citizenship

*Raising Our Voices* is a global citizenship resource. Education for global citizenship is a methodology to help young people to develop as active global citizens. Oxfam suggests a Learn-Think-Act approach to help structure global citizenship activities and give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or to think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see: <http://www.oxfam.org.uk/education/global-citizenship>

The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Identity and diversity</li> <li>• Globalisation and interdependence</li> <li>• Sustainable development</li> <li>• Peace and conflict</li> <li>• Rights and responsibilities</li> <li>• Power and governance</li> </ul>	<ul style="list-style-type: none"> <li>• Critical and creative thinking</li> <li>• Empathy</li> <li>• Self-awareness and reflection</li> <li>• Communication</li> <li>• Cooperation and conflict resolution</li> <li>• Ability to manage complexity and uncertainty</li> <li>• Ability to take informed and appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of identity and self-esteem</li> <li>• Commitment to social justice and equity</li> <li>• Respect for people and human rights</li> <li>• Value diversity</li> <li>• Concern for the environment and commitment to sustainable development</li> <li>• Commitment to participation and inclusion</li> <li>• Belief that people can bring about change</li> </ul>

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For further information about Oxfam Education, including a wide range of other curriculum-linked resources, see: [www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

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