



FEATURE

REVOLUTIONARY VOICES OF AMERICA: THEN AND NOW

Meets National Core Arts Anchor Standards 7-9, 11

OBJECTIVES

- Perceive and analyze artistic work. (*Re7*)
- Interpret intent and meaning in artistic work. (*Re8*)
- Apply criteria to evaluate artistic work. (*Re9*)
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (*Cn11*)

MATERIALS

- *Music Alive!* magazines (March 2019)
- Computer or mobile device with Internet access

START

Ask your students to read “Revolutionary Voices of America” on pages 10-13. Then, go over the following highlighted words. **[This reinforces comprehension and vocabulary.]**

(SOCIAL) PROGRESS—movement or development toward a more advanced state

AUTHENTIC—genuine

DOWNTRODDEN—treated badly by people in power

OPPRESSED—kept in subservience and hardship; distressed

ABOLITIONISM—favoring the action of putting an end to slavery

TEMPERANCE—restraint from alcoholic drink

CONTROVERSIAL—giving rise to public disagreement

CONSECUTIVE—following continuously; in unbroken sequence

DIVISIVE—tending to cause disagreement between people

UNIFYING—making whole

ANTICIPATE—regard as probable; expect

SENTIMENTS—general feeling or opinion

PERSEVERANCE—steadfastness in doing something despite difficulty

LIBERAL—open to new behavior; favorable to individual rights

PREJUDICE—dislike, hostility or unjust behavior deriving from unfounded opinions

FRONTRUNNER—a leader

AMBITION—a strong desire to achieve something

QUEST—a long search for something

JUSTICE—the quality of being fair and reasonable

MANIFESTO—a public declaration of policy

EMPOWERMENT—authority or power given to someone

ADVOCACY—public support for a particular cause

CAMARADERIE—mutual trust and friendship among people

REVELRY—lively and noisy festivities

IMPROPRIETY—a failure to observe standard or show due honesty

UNWARRANTED—not justified or authorized

GALVANIZE—shock or excite someone into taking action

SUMMARIZE

Who were the Hutchinson Family Singers? What did they sing about?

Why is music a powerful tool for communication and bringing people together?

DEVELOP

1. Play “Get Off the Track” by the Hutchinson Family Singers

What do you think this song is about?

What kind of response do you think listeners had to this song at the time?

Do you like this song? Why?

2. Play “The White Cliffs of Dover” by Vera Lynn

What lyrics stand out to you?

What kind of response do you think listeners had to this song at the time?

Do you like this song? Why?

3. Play “Freedom” by Beyoncé

What adjectives would you use to describe the character of this song?

How does this song make you feel?

Do you like this song? Why?

4. Play “Glory” by John Legend

What lyrics have the greatest impact on you in this song?

What does this song make you think of?

Do you like this song? Why?

5. Can you think of any other artists today or from previous decades that have written and/or sung songs about similar topics?

ASSESS

Did the students read the article?

Did they answer the discussion questions?