



## **Music as a Societal Impact on Learning, Emotion, Behavior, and Conformity**

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Curriculum recommended for use of the following High School Psychology/Sociology

**Keywords:** Learning/Cognition, Behavior, Psychology, Motivation/Emotion, Music

**Teaching Standards:** See [Appendix 1](#) for teaching standards and [Appendix 2](#) for specific objectives addressed in this unit.

**Synopsis:** This unit on Music’s impact on society will use a plethora of critical thinking strategies for students to explore music through socially scientific lens. With Psychology being the scientific study of behavior and mental processes, students will use the psychological perspectives and research skills learned to study human behavior, emotion, and behavior through the impact of music as a social construct. Student will also use scientific methods to research coding, theme, language, and underlying message of songs as they can influence and make a social change amongst human beings. Students will begin with an introduction of themselves through song and music. This will capture their engagement and get them to understand how music affects almost every sense of the world including the human brain. This curriculum unit will not last for only one unit, it will consist of “mini-units” within each unit to chunk and build upon the scientific skills that students have already focused on, so as not to diminish their learning. Students will use song, music, and poetry to study its effect on human beings and society as a whole. There will be multiple performance tasks for students to complete as they make their way through the “mini-units” while considering society as a whole and the human brain alone. At the end of the unit, students will have to create a soundtrack to one of the sub-units on learning/cognition/memory, identity/personality, motivation/emotion, or consciousness. Students will have to include research, lyrical messages, tempo, psychological concepts, and any other musical or scientific elements necessary to create this soundtrack. This final project will include a presentation with use of digital tools.

*I plan to teach this unit to one Psychology section during the second semester of the school year in 2020. This unit will also be shared with other High School Social Studies teachers to use and modify within their own classrooms.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit online. In understand that I will be credited as the author of my work.*

# **Music as a Societal Impact on Learning, Emotion, Behavior, and Conformity**

*By Jasmine Dozier*

## **Introduction**

I have always been a fan of music, in whole or in part as a major contender in my life. Music has somewhat raised me and shaped me into who I am today. Music has always been part of my family. Music has brought us together over the years. Growing up, I always wondered why music is such a powerful construct in life. Music plays on the emotions of humans and has the power to uplift our spirits. I was solely a fan of hip-hop growing up, as it has always been my favorite genre due to messages and the theme of “struggle” in which I related. However, my choice in music began to shift in high school, listening to many different genres and artists within those genres. I wanted to see how other people felt. Someone told me at this time in my life “you can’t say you love music unless you respect all genres, and love at least one song from each genre.” This stuck with me as I went on to college and studied the concept of motivation and emotion.

As an educator, a student of Psychology, and according to experiences, I now know that music plays a major part in society. There is a strong impact on society in general that many people do not recognize. In the classroom, many studies state: the use of music in a classroom can shift the environment to a more sustainable learning space. Many different scientists, researchers, and writers have shown that music is a powerful player in learning, emotion, behavior, and conformity (the power to unite for different reasons). According to Dr. Jasmine Corbett in her seminar on “Time Travel through Music”, rhetoric (the message) in music is the most important piece of the puzzle, which is why we as humans are so motivated in different ways by music (1). Aristotle, known for his concepts on rhetoric among other concepts, generally stated that rhetoric (mainly pathos) is needed in music to evoke emotion into a person making them genuinely connected to the music and motivating them(1).

Moreover, according to Patricia Koning of the Language Educator Journal, she states that music is an important enhancing method for learning (2). This statement supports Plato’s point that music has a place in our lives much like love to comfort us beginning as infants with mothers singing to their newborn children. Music however should be used delicately, as it is very impactful, which leads to the motivator of this curriculum unit piece. Music is universal, as all cultures (ethnicities, languages, religions, and other background) have some form of musical likeness (tempos, lyrics, instruments). Students will be allowed to take the construct that many people love despite any differences or disparities and deconstruct the rhetoric within music to understand music’s impact on society and the individual human mind.

## **Rationale**

Students of Psychology and Sociology will explore the topic of music as it relates to the impact of humans and their surroundings. There is a nuance to music largely unexplored. Music has the power to unite and divide, which shows the societal impact it has on behavior and emotion. Music is commonality within and between cultures. Students will also explore music

as a source of current events, music as a “sign” of the times, and music as emotional and psychological therapy and learning impact. There will be a few mini lessons on conceptual matter, and major lessons on thematic matter concerning the impact of human beings. There will also be a few projects designed for performance tasks of students.

Music has defined many cultures for thousands of years, and used in many aspects of life. When people celebrate, they play music. Even in death, traditionally speaking, the use of music gives farewell to others. Music has had the power to divide and unite, and bringing a piece of this aspect to my classroom is essential.

In the curriculum of both Psychology and Sociology, students study the phenomena and theory of conformity. I believe that music has an impact on this conformity, allowing people to follow blindly behind the messages and content. However, music can also be a source of information and news for some, which can ultimately have an effect on behavior in human beings. After the school shooting at Columbine High School, some students stated that the perpetrators of the violence had listened to a specific musical artist, which ultimately created a notion that they had to “stand up” for themselves. I would want students to use psychological and sociological theories to explain the impact of music. I believe this seminar would expound on the knowledge I have to create a fulfilling unit with a more engaging and interesting twist to it.

Exploring a concept that students are very familiar with, increases engagement and motivation for further exploration and research. Students will be able to increase their four major interconnected historical thinking skills. These essential historical thinking skills includes the following from the North Carolina Essential Standards for High School Social Studies:

Apply the four interconnected dimensions of historical thinking to the Essential Standards for in order to understand the creation and development of societies/civilizations/nations over time. H.1.1 Use Chronological thinking to: 1. Identify the structure of a historical narrative or story: (its beginning, middle and end). 2. Interpret data presented in time lines and create timelines. H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and historical interpretations. 3. Analyze data in historical maps. 4. Analyze visual, literary and musical sources. H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues. H.1.4 Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.

## **Demographics**

iMeck Academy is a Blended Learning Magnet school within a comprehensive school. iMeck Academy is located on the campus of Cochrane Collegiate Academy, which culminates of the comprehensive middle school (grades 6-8) and the magnet high school (grades 9-12). iMeck Academy is located in the Northeastern part of Charlotte, North Carolina. iMeck Academy is a

setting where teachers and students alike integrate technology to enhance the learning of students through research and exploration. Students are allowed to have “voice and choice” through personalized and project based learning, which is what this unit is designed to create for students.

In addition, according to CMS standards, the academy (6-12), is a “low performing” school. However, a major achievement gap/disparity exists full school. My school is comprised of a large percentage of students of color, most of said students being Hispanic and Black. The topic chosen relates to the population of my school and its social setting. The racial/ethnic makeup of my school is about 59% Hispanic, 39% Black, and 2% all other ethnicities and racial backgrounds. There are 26 nationalities, and of all of those nationalities, my Black students are the ones who more than likely do not know their history past their grandparents. They do not know their ancestry past the United States. While this is not abnormal, I find it disheartening that all of my other students know exactly where their ancestors come from. I also have students whose first language is not English and/or were not born in the United States. My English Language Learners have expressed that learning goes untargeted toward their strengths and/or their histories. My students with disabilities have expressed the same sentiments.

In brief, I wanted to use something that unites all of us, and I believe that is music. Music is something that all students can research and discover; their taste in music is also something that makes them feel unique, something that no one can steal. This is a way to study history, science, and language/rhetoric. I believe that my students can surpass the expectations set for them by many different opinions and studies. My students can go past the “basic requirements” to have a full research, analysis, and explorative learning experience.

## **Unit Goals**

My layered multi-unit curriculum will strategize by implementing multiple selections of music and song throughout the course and finalizing with a large unit of time travel through music analyzing the societal impact through conformity, behavior, learning, motivation and emotion. Implementation of this unit is through a number of set unit goals from student to teacher.

### **Student Goals:**

1. Annotate research for comprehension and write for critical thought.
2. Analyze pertinent primary resources for critical thought and academic conversation.
3. Improve historical research skills by comparing and contrasting the history of music’s impact on the human brain through emotion and learning. Also analyzing groupthink.
4. Understanding cause and effect of groupthink through the analysis of music on social movements.
5. Apply the four interconnected skills for historical research, all using music.
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Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues. H.1.4 Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.

Teacher Goals:

1. Encourage academic conversation through PEAK strategies.
2. Personalize unit for the encouragement of best research practices.
3. Create projects for students to explore outside of school.
4. Chunk and scaffold information for students to apply to their personalized unit.

### **Background/Research on Musical Strategies**

As part of the curriculum unit, students would have to use the information gained throughout the unit to end in a performance task where they use critical thought and collaboration to analyze and define the purpose of said unit. Students will use the scientific method to draw conclusions about music's effect on behavior, emotion and conformity of human beings. The unit would begin with vocabulary and concept bundles to define how the psychological and sociological perspectives have shaped social science. Students will be able to collaborate and use complex text to analyze behavior, emotion, and conformity of humans. Students will also use this information to participate in activities where their behavior, emotion, and conformity may shift due to outside influences concluding with music. The unit curriculum will include both visual, sound, and complex text analysis in the form of music. This unit could take students from simply understanding to analyzing, researching, and creating using critical thinking. In listed resources, 2000s was not included, because I want students to explore a time of music that they are not as familiar.

The seminar "Time Travel through Music" led by Professor Jasmine Corbett is an experience that informs the educator on how to take music to another level within the classroom (1). This can be through creating an experience for students, where the learning environment may shift. The experience of music can be through studying language and the rhetoric of music, taking into account the thoughts of famous Greek Philosophers such as Aristotle or Plato. The learning experience can also be through students creating their own experience of music. However, whatever the experience created through music, this must be strategic at all times, according to Corbett. The music choice itself must depend on the activity. This theory supports that of Patricia Koning (2) "Just like any other educational tool, teachers must carefully work music into lesson plans and use it to support desired outcomes. Naditz breaks her lessons into activities for pre-listening, while listening, and post-listening." Pre and Post listening are strategies that used in this unit to create a full musically sound research experience for students.

In addition to creating an experience for students, music allows them to study history in a connected but distinct method. Students are able to discover the why, how, and the defining impact of music in history. Some artists create music because of history, and some artists create

history with music. Using the example of Nina Simone's work "To Be Young Gifted and Black," King and Watson of NPR showed that Simone had the drive to create this piece in response to the killing of Medgar Evers during a time of separatism and civil rights for African Americans. However, she also created history with this song. "To Be Young, Gifted, and Black" composes many motivational arenas for young students of color to achieve and reach past any achievement gap that exists (3). This example of Simone's work and many like hers infuse Psychology to define the limitations and explorations of music as an impact on society.

Moreover, Professor Ingrid Byerly (4) states in her course that music serves as a lens through which to look at people's history because it is the lyrical voice. If students give reference to this nature of music they will be able to come outside of their comfort zone and realize music is a powerful abstract. According to Inglefield, in his article on the topic of conforming behavior, he states that researchers according to their preferences in music should not study adolescents, as peers and groupthink succumbing to the other preferences around them (5) influence them. This is important for the classroom of Psychology, as this is an older adolescent class, and students are not always willing to release their own comfort for the power of debate, research, and academic discourse. Therefore, students will be able to use this opportunity to again, repeating jargon: explore. The Societal Impact thought Music unit is about exploration, research, and production, if nothing else.

In brief, music is important to study in Psychology, as it is a powerful player in the impact of the human mind and society as a whole. Music is a news source for some, an emotional outlet for others, and a learning resource for educators. I want students to be able to study most of these social and psychological aspects of music. Students will study the trends of music as a revolutionary wave (Public Enemy, NWA). Students will also apply critical thought to the emotional impact of human beings through music and because of music. Students will study the impact of learning because of music though exploring learning styles and other aspects of learning including the brain responses because of music. Students will then be able to answer the critical role of music in culture and society.

## **Content Research**

Rhythm and rhetoric have long been a promotion of expression for humans dating back to the Paleolithic Nomads. When humans first developed consciousness, according to many historians, they became obsessed and saw the importance of expression. Communication, including verbal and non-verbal, has always been an integral part of being human. Humans have nuances in communication that come in the form of tone, ethos, pathos, and logos. This shows that humans have many levels of communication and expression. One of the expressions that humans use and are receptive to most is music. Music (both lyrical and rhythmic), with its hierarchical advantage, has a way of affecting the social aspects of humans. This impact can be both emotional and behavioral. Music can also influence people both large and small scale. While some may disagree, music is one of the most impactful cultures of society on motivation and emotion, behavior, and conformity.

In psychology, motivation the drive to do something, mainly, completing a goal or acting on the thought of a behavior. While emotion is the feeling behind the drive or determination to do something, both motivation and emotion go 'hand-in-hand.' Motivation and emotion play a

large role in the drive and human needs. Looking at Maslow's Hierarchy of needs, one could see that basic needs are at the bottom, while social and emotional needs are in the top tier. This is because before humans think of what they need emotionally, they think first of their survival needs. Maslow, a social scientist, believed that a person could not reach the top tier of needs until said person (5) meets the bottom of the hierarchy. With that said, this shows that people may tend to believe that 'higher needs' such as love and belonging or esteem, are not as important as physiological. Meaning that a person then bases life on survival rather than emotion. In some cases, people forget the role that music plays in our lives, which leads educators to forget that strategic music in the classroom is not as important as reading or writing. According to Patricia Koning (2) "Music is especially useful to language teachers. In addition to the "general learning" uses, music can reinforce language and grammar lessons, encourage creative thought in the target language, and provide a window into the culture of the target language." Music is not only essential to creating mood and emotion in the classroom, it is essential to also creating drive for learning.

Moreover, music has an impact on motivation and emotion for goals and self-actualization. Thinking of the era of Slavery in the United States, the 'Jim Crow' era, and the Civil Rights era, a certain genre, Gospel music was of use to motivate people to keep moving forward. Songs like "Precious Lord, Take My Hand", "Wade in the Water", and "Lift Every Voice (The Black National Anthem)" all pushed and continue to push African American people forward. They had a sense of pain and pride all wrapped together. Gospel provided the theme that although people were held back and even abused, times would change. In this aspect, motivation, drive, and determination using music, helped groups of people try to obtain equity within the Civil Rights of the United States. According to Professor Jasmine Corbett and Pastor Henrico White (1), gospel music was used because it not only uplifted people but also provided the ethos (since of a culture) and pathos (emotion) that people needed to carry on. Classroom culture and motivation changes with use of this method. The same method could be provided from educators to students within the classroom.

Initially, music is viewed as a rhythmic notion that uplifts humans in a positive way. Some do not view music as having an impact on human behavior. However, not noticeable, is that music is an overt and subtle undertone that motivates many people to behave in a certain manner. There are many theories of music and its impact on behavior. Some believe that music suggests certain behavior as it is a form of culture. Others believe that music is simply something that brings people together. However, many forget the subtleties and overt messages that music has within. Thinking of the rhetoric established in Spike Lee's "Do the Right Thing" and the opening credits to Public Enemy's "Fight the Power," the song is more of a foreshadow to behavior committed by Lee's main character throwing the trash can into the glass of a building shortly after a scene of police brutality. This scene is powerful in rhetoric because it goes back to the meaning of what "Fight the Power" means. According to rapper Chuck D of Public Enemy, he states in an interview with Rolling Stone that this song was an anthem of that year and of a movement against police brutality (6).

In addition to movements that change behavior, "Fight the Power" and many songs like it including but not limited to NWA's "F the Police", changed the behavior of humans across the nation, especially in New York, New Jersey, and California. During the late 1980's and early 1990's, police brutality and the public opinion of it was publicized more often than before. The

history of some police forces were being exposed, and certain music gave people a specific message (rhetoric and tone) telling them exactly what to do. Much like “Wade in the Water” told enslaved people where to go. While some may view these Hip Hop/Rap songs as influencing humans negatively, others view these songs as liberating (7). Although some music has a negative affect on human behavior and conformity, music can change behavior and the emotion of an environment. Connecting this theory to the classroom, music can be used to have students move faster, calm down, and even soothe their studying habits, unlike television. “Music can act as an important portal to the culture of the target language. Through contemporary and historical music, students are exposed to the customs, idioms, icons, history, and myths of a culture” (2).

Lastly, when thinking of the rhetoric of music through ethos, pathos, and logos, music is a social construct that causes humans to conform. Conformity is the behavior that makes people uniform in thought and behavior. Humans and mammals in general, do not like to be viewed as outcasts and therefore will conform to any group behavior at any given moment. If this behavior is running with a crowd, people will conform. If this is singing in a group, many will conform. The problem with conformity in a sense is that people may lose their identity. Conformity can be both good and bad. Music is involved in conformity based on behavior and cognition. Children (age 0-4) conform to the music choice of their parents from being in the womb, even changing the cognition of premature babies (8).

Furthermore, when children grow a little older into adolescents, their behaviors change according to the ‘Nurture’ theory of humans. Environments can shape humans into who they become as adults. Adolescents tend to choose musical selections based on who they are friends with. Adolescents even begin to imitate the culture of the artists in which they listen. This imitation is whether they are familiar with the culture or not (9). Conformity in education can be a benefit to teachers, as they can take the culture of adolescents and relate songs to their curriculum creating a culture within their classroom. For example, this was the goal of *Flocabulary*, when the videos introduced curriculum. This form of curriculum is used to transform conformity into positive classroom culture.

In brief, music in the classroom is essential to creating a culture. When done and chosen strategically, music can have a large and very positive impact on students, culture, and environment when considering education. Music is like the GPS of content; it can guide and tell an educator where to go in the classroom. Musical preference creates individuality and happiness in humans; however, music can also unite people for a greater cause. Music is powerful because some do not understand its power to motivate and create emotion in a conforming society. Music can also be taught through history, showing students where there is history, there is always music.

## **Instructional Implementation**

The classroom activities in this unit are related directly to the standards. Some activities are related more historically to the unit, as I want students to understand the history of music as it relates to Psychology as a discipline. Some activities are for individual experience, as I want students to be able to relate the music to their life experience and to the standard of Psychology. This choice is strategically done for students to understand the impact of music on the human psyche and social experience.



## 1. Historical Psychological Perspectives

*Do now:* If you had to introduce yourself using only one song, what would that song be? If you could describe your background and/or family using only one song, what would that song be? Discussion would follow afterward.

*Guided Lecture and Notes:* Historical Background of Social Science, using psychological and sociological perspectives.

- Reading and Annotating : Andrea Yates Article “Motherhood and Murder”

### *Independent Activity/Activity*

Using the article and the social science perspectives examine Andrea Yates and how different scientists would explain her behavior. Find a song that would describe Andrea’s psychological state, defend your claim. Find a song that would represent Andrea’s social life, defend your claim.

## 2. Consciousness/Conscience and Social Impact (Music Code)

Using your Neurotransmitter Chart:

1. You will use 5 of the neurotransmitters to:
  - a. Find a song that represents the Neurotransmitter
    - i. Justify why that song represents the neurotransmitter, cite evidence from the song.
    - ii. You may also put the link to the video.
  - b. Find an image that represents the neurotransmitter
    - i. Justify why that image represents the neurotransmitter
2. THINK CRITICALLY!
3. Acetylcholine (ACH) (Ms. Dozier’s Example)
  - a. Photograph- Nickelback

*Every memory of lookin' out the back door, I have the photo album spread out on my bedroom floor, It's hard to say it, Time to say it, Good bye, good bye*  
*Every memory of walkin' out the front door, I found the photo of the friend that I was lookin' for, It's hard to say it, Time to say it Good bye, good bye.*

    - i. I believe that the song entitled “Photograph”, because ACH affects the memory of a person, can represent ACH. If a person does not have enough ACH in the brain, they can develop Alzheimer's, which can affect the memory in a negative way. In the lyrics, one can find symbolism of memory, as the photographs represent all of the memories the singer obtained/attained throughout his life. ACH helps the photographs of our brain, called memory.



- b.
- i. The image above represents ACH. ACH is represented by this image, because the image shows “Working Memory.” As humans, we always have something on our mind or stored in our brain that we have to do. ACH is the neurotransmitter that keeps all of these memories in order, by taking our “to do list” from our eyes and calendar, to our temporal lobe, which stores our memory. This is the only way that our memories do not overwhelm us.

2. Dopamine
3. Norepinephrine
4. Serotonin
5. GABA
6. Endorphins

### *Song Analysis (Code and Gallery Walk)*

*Do Now:* Analyze the song lyrics of “Mr. Tambourine Man” - Bob Dylan

Annotate and try to find the message within. What are your thoughts, perceptions, and opinions of the song? (Silent activity)

*Guided Lecture:* “We Do” Collaborative Concept Bundles to understand and contextualize vocabulary of sub unit.

*Collaboration:* Before listening to the song, students will analyze the lyrics of Bob Dylan’s song together (partnership/group effort) and add to annotations where necessary.

- Analyze pictures of the Vietnam War era, using a gallery walk style, to put into perspective the 1960’s and early 70s, and the societal impact. (Pathos and Ethos)
- Listen to song as a class, here I will add my input
  - Coded for a drug song followed with discussion with class about why the song is coded and add the psychological impact of drugs.

### **3. Learning, Cognition, and Memory → How does music influence behavior, learning, and thought processes.**

*Do Now:* How did you learn the alphabet? What method specifically? What do you think is the best type of parenting (your opinion)? What is the best childhood memory that you have? (If there was music involved, what song do you remember from your childhood?)

*Collaborative Activity:* Gallery discussion; students will go to multiple sides of the room according to their opinion of what learning is, vs. what it is not. Students will then discuss with

their classmates, and defend their answer. For example a statement may be ‘learning is school’, ‘learning is not music’, students would then defend their answer aloud to the class.

*Guided Lecture:* Discover the aspects of observational learning, language development, reinforcement/punishment, and operant/classical conditioning. (Concept Bundles and Dice Activity will be used)

*Independent/Academic Conversation:* Students will contextualize the article of infancy, music, and language development using a Jigsaw activity

- (*Music helps to build the brains of very premature babies*).

*Culminating Project/Essay:* Students will complete a character analysis of the movie “Higher Learning” as it relates to the process of learning, cognition, and decision-making. Students will also have a discussion board, taking a song from the soundtrack for the film and utilizing it for justifying the use of that song for the film: possible question: How does this song enhance the theme or meaning of John Singleton’s “Higher Learning.”

#### **4. Identity, Personality Development, Motivation and Emotion, and Conforming Behaviors as it relates to the social aspect of human beings.**

*Do now:* For this subunit, it will be a different song each day of the unit (five songs from all eras and genres) Students will have to either draw, write a response journal, find a related song, or discuss their thoughts with peers.

*Guided lecture:* This piece will focus only on psychological/sociological concepts for students to learn through research and analysis. I will also include my thoughts on the terms; however, student will have gained an independence to teach each other the terms. (I am not sure how yet, hopefully, I can discuss this part with my professor or coordinator.)

*Collaborative Activity:*

1. Station Rotation Based on the full nature of the subunit students will take their own “Conceptual, Time Travel through Music.” Students will analyze photographs, lyrics, poetry, and music to explain the impact of music on society as a whole and the individual in said society through behavior, emotion, identity, news, and conformity.
  - a. Songs from the 1920s through the 1950’s will be used. Photos from each era and lyrics will be used.

*Time Travel through 40 years of Music*

1. Begin with the definition of conformity and the school of behaviorism and its effect on motivation and emotion
2. Today we will focus on the motivational aspect of music, Pathos.
3. Have them do a gallery walk of pictures quotes and lyrics as they all relate. Marker Sparker activity.
4. Stand next to the one that sticks out most to you. Write a seven-word story based on the emotional impact that you get from the lyrics and the photo.

5. Based on the numbers that you are given, stand next to that poster, read comments. Find a different song that fits the lyrics and the photo. However, the song cannot be more than 10 years old. Work with partner/group.

1920s

Ain't Misbehavin - Fats W.

They were careless people, Tom and Daisy- they smashed up things and creatures and then retreated back into their money or their vast carelessness or whatever it was that kept them together, and let other people clean up the mess they had made.

F. Scott Fitzgerald, *The Great Gatsby*

1930's

Brother Can You Spare a Dime

Political Cartoon

Strange Fruit

"The only thing we have to fear is fear itself."

... President Franklin Roosevelt

Inaugural address 1933.

1940's

1940's

This Land is Your Land

"It is perfectly natural for the future woman to feel indignant at the limitations posed upon her by her sex. The real question is not why she should reject them: the problem is rather to understand why she accepts them."

- Simone de Beauvoir, French writer

1950's

1950's

1950's

What'd I Say?

It's nice to watch television but it's even nicer when you've got a drink in your hand,' Gregory Ratcliffe, a Birmingham shopkeeper, told Reynolds News. 'Makes it more intimate somehow. Gives you the feeling that you're in a posh cabaret.'

Lesson Presentation Link

## 2. *Conformity in Music (Film Viewing)*

- a. Students will then watch and analyze using the ORQ method: "Uprising: Hip Hop and the LA Riots"
- b. A reflection completed after watching the film. What was the societal impact that music had on the LA Riots? How did conformity and behavior spread and shift in the social and psychological aspect?

## Albums/Songs for Protest, Current Events (Sign of the Times), Behavior/Conformity

### **1800-Early 1900s (Slavery)**

Lift Every Voice and Sing- James Weldon Johnson

Wade in the Water

### **1920's-30's (Depression and Racism)**

Brother Can You Spare a Dime - (Great Depression)

Strange Fruit - Billie Holiday (Lynching)

### **1960s (War)**

<https://www.esquire.com/entertainment/music/g12255617/10-best-vietnam-songs/> (10 Anti-War/Vietnam Era Songs) (“Fortunate Son” Will be used) (“What’s Goin’ On” will be used.

- Addicted Veterans and Soldiers (Mr. Tambourine Man - Bob Dylan)

### **1970s (Sex, Drugs, and Rock n Roll)**

Lucy in the Sky with Diamonds - The Beatles (Drugs (code language))

Purple Haze- Jimi Hendrix (Drugs (code language))

### **1980's -1990's Rise of Hip Hop and a New Revolution**

The Message - Grandmaster Flash (War on Drugs and Poverty)

Fight The Power- Public Enemy (Racism and Police Brutality)

*Straight Outta Compton (The Album)- N.W.A. (Police Brutality)*

Changes- Tupac ft. Talent (Social Stratification)

- Use original song “The Way it Is” - Bruce Hornsby

I want to break Free - Queen (Identity and Sexual Orientation)

We will also explore music that relates to conformity as it related to unity.

### **5. Culminating Independent Project: This project will assess students critical thought, using all perspectives of psychology.**

- Students will have to create a soundtrack using one of the subunits using Google Maps, Google Forms, YouTube Playlist and Google Drawings.
- Students will present their research and a survey/experiment using their soundtrack. Music has to have one song from a least three genres from different time periods, and then they may use all current music if they would like.
- Students also create an album cover that addressed the subunits/psychological perspectives studied in the class.
- Students will then write a 2-page reflection explaining their song choice, their album cover and learning from each perspective.

## Appendix 1: Teaching Standards

This curriculum unit is also a multi sub-unit, which allows for multiple standards and objectives targeted in Psychology using the historical thinking skills and the North Carolina Essential Standards for Psychology. This noted; I would target multiple units within Psychology to reach the overall goal of this unit while infusing music.

### Historical Interconnected Skills

H.1.1 Use Chronological thinking to: 1. Identify the structure of a historical narrative or story: (its beginning, middle and end). 2. Interpret data presented in time lines and create timelines.

Students will use this essential skill to connect the time period/era with the music that is generated as a news source. Students will study the history and psychological impact of music during each era. They will also study the use of music to shift between eras.

H.1.2 Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and historical interpretations. 3. Analyze data in historical maps. 4. Analyze visual, literary and musical sources.

Students will study the musical impact on thought process by decoding music and connecting it to the cognition of human beings. Student will use the analysis of music and its connection to history to map music around the world and between cultures. They will be able to answer how the use of music is a form of cultural diffusion.

H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues.

Students will use this skill to study music as a form of protest and as a form of conformity in the awakening of war and poverty. Students will look at many different forms of culture and how music is used in that culture to unite and uplift others (gospel music).

H.1.4 Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.

Students will use the above skill to create argumentative essays to defend the use of music for learning. Students will also use this skill to interpret historical meanings behind the rhetoric to create their own soundtracks for music based on psychological standards and perspectives.

## Appendix 2

Specific Objectives: (Students Will Be Able To):

- a. SWBAT explain the historical background of the study of psychology.
- b. SWBAT describe the six main contemporary perspectives in psychology.
- c. SWBAT describe the various kinds of drugs and their effects on consciousness.
- d. SWBAT explain the principles of classical conditioning, and describe some of its applications.
- e. SWBAT discuss cognitive factors in learning, including latent learning and observational learning.
- f. SWBAT identify the basic elements of language, and summarize the stages of language development.
- g. SWBAT explain the three processes of memory.
- h. SWBAT define identity formation, and describe the four categories of adolescent identity status.
- i. SWBAT List and explain four theories of motivation.
- j. SWBAT describe what learning theorists believe are the influences and motivations for behavior.
- k. SWBAT describe four theories of emotion.
- l. SWBAT describe the influence of persuasion on people's attitudes and behavior.
- m. SWBAT identify causes of prejudice and ways in which individuals can overcome it.
- n. SWBAT define *aggression*, and summarize the various views on the causes of aggressive behavior.

## **Resources**

Materials for Classroom Use:

Google Classroom- Google Classroom used for students to access all information needed for project that are in digital format.

Anchor Chart Paper - Use for student Gallery Walk of pictures and historical lyrics of music.

Google Education Suite- Google Drawing (Album Covers), Google Slides (Teaching Presentations), Google Docs (Argumentative Essays and completed assignments)

Art Supplies (Paper, Markers, Scissors ETC) - Musical Drawing (Motivation and Emotion

Notebooks- Guided Lectures/ Notes

YouTube- Students will be able to create a musical playlist.

Teacher Playlist- Musical Historical Rhetoric

Chromebook/Laptop (Students) - Used for students to access internet resources and some classroom materials.

Podcasts Creator- This is for students to create and listen to others explain musical choice and its connection to history.

Google Maps- to understand where music was made and for students to understand rhetoric and the historical context.



## Reading and Viewing List for Students

Grow, Kory, and Kory Grow. "Lights, Camera, Revolution: How Public Enemy Made 'Fight the Power'." *Rolling Stone*, Rolling Stone, LLC, 25 June 2018, [www.rollingstone.com/movies/movie-news/riot-on-the-set-how-public-enemy-crafted-the-anthem-fight-the-power-244152/](http://www.rollingstone.com/movies/movie-news/riot-on-the-set-how-public-enemy-crafted-the-anthem-fight-the-power-244152/).

*This article will be used to show students the effect of music during the late 1980's through the early 1990's on society and behavior.*

Jeanmarie Condon. "1969: Fortunate Sons." *Fortunate Sons*, season 1, episode 6, ABC, 28 May 2019.

*This film/ docu series will be used to give background knowledge of the impact of music on the protest of the Vietnam war.*

King, Noel, and Walter Ray Watson. "Nina Simone's 'Lovely, Precious Dream' For Black Children." *NPR*, NPR, 8 Jan. 2019, [www.npr.org/2019/01/08/683021559/nina-simone-to-be-young-gifted-and-black-american-anthem](http://www.npr.org/2019/01/08/683021559/nina-simone-to-be-young-gifted-and-black-american-anthem).

*This podcast can be used for students to understand the state of current events and historical meaning behind songs as a form of protest. The podcast can also be used as a study for psychology with motivation and emotion in human beings.*

Mark Ford. "Uprising: Hip Hop and the LA Riots." *Uprising: Hip Hop and the LA Riots*, episode 1, VH1, 24 Sept. 2012, [www.youtube.com/watch?v=bcfvzrn\\_uJA](http://www.youtube.com/watch?v=bcfvzrn_uJA).

*This film will be used to show music as a movement and a stage for current events.*

## Annotated Bibliography for Teachers

Bicknell, J. (2013, December 31). Music Listening and Overall Happiness Among Adolescents. Retrieved from: <https://www.psychologytoday.com/us/blog/why-music-moves-us/201312/music-listening-and-overall-happiness-among-adolescents>.

*This source can be of use for students' access, as it describes the psychological impact of music on humans.*

Gawel, J. E. (1997). *Herzbergs Theory of Motivation and Maslows Hierarchy of Needs*. Washington, DC: ERIC Clearinghouse on Assessment and Evaluation.

*This article is use of the research of teachers to understand the impact on motivation of human beings. This could be connected to music, as there is a drive and large appreciation for music among adolescent students.*

Grow, Kory, and Kory Grow. "Lights, Camera, Revolution: How Public Enemy Made 'Fight the Power'." *Rolling Stone*, Rolling Stone, LLC, 25 June 2018.

*This resource is a great piece to read and share with students, as it demonstrates the culture at the time music is created for certain artists.*

Inglefield, Howard G. "CONFORMITY BEHAVIOR REFLECTED IN THE MUSICAL

PREFERENCE OF ADOLESCENTS.” *Contributions to Music Education*, no. 1, 1972, pp. 56–67. *JSTOR*, [www.jstor.org/stable/24127367](http://www.jstor.org/stable/24127367).  
*Conformity is a large part of behavior in society, and this resource explains the conformity among adolescents to be discussed in class.*

King, Noel, and Walter Ray Watson. “Nina Simone's 'Lovely, Precious Dream' For Black Children.” *NPR*, NPR, 8 Jan. 2019, [www.npr.org/2019/01/08/683021559/nina-simone-to-be-young-gifted-and-black-american-anthem](http://www.npr.org/2019/01/08/683021559/nina-simone-to-be-young-gifted-and-black-american-anthem).

*Teachers should listen to this podcast before disseminating to students as a part of research to create a time travel for students building historical background.*

*This article is a great resource for teachers to learn how to strategically implement musical strategies in the classroom.*

Université de Genève. “*Music helps to build the brains of very premature babies.*” *ScienceDaily*. ScienceDaily, 28 May 2019.

[www.sciencedaily.com/releases/2019/05/190528095220.htm](http://www.sciencedaily.com/releases/2019/05/190528095220.htm)

*This is a great resource for understanding the brain development among babies when music is introduced. This could be used for debate amongst students.*

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## Notes

1 Corbett-Warren, J. (2019). *Charlotte Teachers Institute . Charlotte Teachers Institute .* Charlotte.

2 Patricia Koning. “*Language Can Be Music to Students' Ears.*” *The Language Educator*, Feb. 2011, pp. 32–36.

3 King, Noel, and Walter Ray Watson. “Nina Simone's 'Lovely, Precious Dream' For Black Children.” *NPR*, NPR, 8 Jan. 2019,

4 Byerly, I. B. (1999). *The music indaba: music as mirror, mediator and prophet in the South African transition from apartheid to democracy.* Ann Arbor, MI: UMI Dissertation Information Service.

5 Gawel, J. E. (1997). *Herzbergs Theory of Motivation and Maslows Hierarchy of Needs.* Washington, DC: ERIC Clearinghouse on Assessment and Evaluation.

6 Grow, Kory, and Kory Grow. “Lights, Camera, Revolution: How Public Enemy Made 'Fight the Power'.” *Rolling Stone*, Rolling Stone, LLC, 25 June 2018

7 Mark Ford. “Uprising: Hip Hop and the LA Riots.” *Uprising: Hip Hop and the LA Riots*, episode 1, VH1, 24 Sept. 2012

8 Université de Genève. “*Music helps to build the brains of very premature babies.*” *ScienceDaily*. ScienceDaily, 28 May 2019.

9 Inglefield, Howard G. “CONFORMITY BEHAVIOR REFLECTED IN THE MUSICAL PREFERENCE OF ADOLESCENTS.” *Contributions to Music Education*, no. 1, 1972, pp. 56–67.