Jazz, Rock, and Hip-Hop:
The Intertwining of Modern American History and Popular Culture

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This curriculum unit is recommended for teachers of high school self-contained Special Education classes and for teachers of general education high school social studies classes in order to a supplement to American History lessons.

Key Words: *Jazz, Cold War, Korea, beat, syncopation, timeline, Communism, Vietnam, segregation, saxophone, racial prejudice, civil rights, space race, Beat Poetry, protest, draft, rock, space shuttle, Berlin Wall, women's rights, ERA, technology, television, computer, email, internet, distortion, heavy metal, rhythm and blues, guitar, concert, stadium, festival, executive, hip-hop, rap, DJ, sampling, globalization, terrorism, virtual reality, Afghanistan, Iraq, conservation, green energy, recycling, smart phone, wireless, cyber-attack, judicial, social network*

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: This unit is designed to teach students with Intellectual Disabilities U.S. History from the 1950s to the present. The students will read adapted text to learn about the major events of the period and compare the adapted timelines to more comprehensive timelines on different websites. The students will also use adapted text to explore the legislative process and different laws from the different years. Each lesson will employ the use of music and images to highlight the popular forms of musical expression. Lesson 1 will cover the 1950s and the 1960s and jazz music. Lesson 2 will cover the 1970s and the 1980s and rock music. Lesson 3 will cover the 1990s to the present and hip-hop. The students will compare the timelines of the development of the musical styles to the timelines of major historical events. The students will learn about different musicians and will research information about the musicians and their songs. The students will receive a picture from the years covered and will find music and a historical event related to the picture. Finally, the students will complete the assessments in the adapted textbook.

I plan to teach this unit during the coming year to 14 students in Extensions High School Social Studies.

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Introduction

Individuals with disabilities are educated in a variety of settings in public schools. In order to receive special education services, the student must have a condition that is defined as a disability by the Individuals with Disabilities in Education Act 2004 (IDEA)[1], the disability must have an adverse effect on educational performance, and, as a result, the student requires specially designed instruction in order to access the general education curriculum. Once students meet all three criteria, they are given an Individualized Education Program (IEP) that is used to create goals and objectives along with other supports to help the student access the general education curriculum. Students with IEPs must have them addressed annually and adjusted as progress is or isn't made. IEPs ideally involve parental input and have resulted in positive outcomes when student needs are addressed[2]. Most students with disabilities are educated using the inclusion model.   The inclusion model of education has given many students with disabilities the opportunity to receive instruction along with their same age peers without disabilities. This movement has allowed students and individuals with disabilities to become more integrated into the school environment at large. Inclusion is most prevalent among students with higher incidence, or less severe, disabilities (learning disabilities, some Autism) than it is for students with lower incidence, or more severe, disabilities (students with intellectual disabilities).[3] [4]

Much of the change in how individuals with disabilities have received instruction is based on the requirements of IDEA 2004. IDEA 2004, much like its predecessors, requires that students with disabilities be provided with a Free and Appropriate Education (FAPE) in the Least Restrictive Environment (LRE). LRE refers to the amount of school time students with disabilities spend with peers without disabilities. The more time in a general education setting, the less restrictive the environment. Students with higher incidence disabilities are typically provided with fewer supports and less service time than students with lower incidence disabilities. Many students with high incidence disabilities are able to progress on the general curriculum and are able to take honors and Advanced Placement classes.[5] [6]

In contrast to students with high incidence disabilities, students with intellectual disabilities are typically served in classrooms where they are removed from their peers without disabilities for the majority of their school day. Students with mild to moderate intellectual disabilities are typically served in separate classrooms. A mild intellectual disability is defined as having an IQ two or more standard deviations below the mean of 100 (50-70) and deficits in adaptive behavior. A moderate intellectual disability is defined as having an IQ three standard deviations below the mean of 100 (35-49) and deficits in adaptive behavior. Students served in the separate classrooms have significant delays in cognitive processing as compared to their peers without disabilities. According to Browder et al. (2007), prior to the implementation of No Child Left Behind (NCLB) and IDEA 2004, many students with significant disabilities were not exposed to

academic content. Students were typically taught functional tasks and were not expected to take end of grade assessments[7]. However, after the passage of IDEA and NCLB, districts were held accountable for student performance.[8] The change in law also lead to an increase of research based strategies for instructing students with intellectual disabilities. The majority of research on the academic development and skill acquisition of students with intellectual disabilities is through single subject design experiments using Applied Behavior Analysis, behavior shaping, chaining, and systematic instruction, which involves the use of task analyses.[9] [10]

Following the requirements of the new laws, students with intellectual disabilities were expected to be exposed to and make progress on academic content. Students who receive instruction on academic content and standards have improved independence, demonstrate increases in self-determination, and an improved ability to make choices.[11] [12] However, students with intellectual disabilities have difficulties with accessing plain text information, writing information, reading, information recall, fluency, and generalization. In order to access grade level material, the students must receive information that has been adapted. Adaptations can be created in a variety of ways. The most popular research based methods are adapted text using picture symbols, use of videos, use of the prompt hierarchy and errorless learning, and development of materials using the Universal Design for Learning. These adaptations can be used in isolation, but they are more commonly used in combination in order to get the best outcomes and student responses. These adaptations also operate on the idea of developing stimulus discrimination and shaping behavior; which is typical in the use of applied behavior psychology strategies.[13]

Rationale

The purpose of the unit is to expand the educational opportunities for students with intellectual disabilities. Students with intellectual disabilities have limited options for academic programming. Social Studies instruction in the self-contained classroom is largely limited to brief lessons about safety, social skills, brief discussions of civics, and very simple overviews of moments of in American History. This unit will expand the social studies curriculum offered to students in the Extensions Program and will provide students with intellectual disabilities access to information provided to their peers without disabilities. The idea for this unit came from the seminar meetings from April to September 2019. The idea of specific messages in music and deliberately selecting music to focus students on topics was intriguing. I want to teach the concept of rhetoric. I also want to teach how music from different periods can impart information about the views and styles of the specific time. The students will also learn about three post-war genres of music, jazz, rock, and hip-hop. The students will learn how the music integrated into the social and political developments from 1945 to the present. The unit will provide adapted text and assessment opportunities to promote literacy and independent reading. The goal for this unit is to provide context to larger events in history and to connect the events to popular culture. Another aspect of the unit will be to teach students how to evaluate sources and to connect different aspects of history and civics into a unified whole. The courses will be conceptual and will provide opportunities for students to analyze information and construct learning opportunities.

The social studies curriculum for students with intellectual disabilities is very limited. The one social studies curriculum is very broad and general. Prior to 2012, the Extensions Program of Charlotte Mecklenburg School System's EC Department did not have a standard curriculum or materials for teachers to use in the classroom. Many teachers were not given age appropriate teaching materials. Teachers would have to borrow materials from general education teachers and adapt the material. The focus was more on functional education and grade appropriate education, which was based on IQ, reading ability, and adaptive behavior. Beginning in 2007, teachers were required to teach students grade appropriate science that would prepare students to access the North Carolina alternate assessment for 10th graders called the Extend 1. Many teachers began to adapt grade appropriate textbooks in order to provide instruction; however, the teacher made curriculum varied in complexity and depth. In 2012, the system adopted Attainment's *Explore American History* by Judi Kinney (2010) as the social studies curriculum.[14] The book was based on peer-reviewed research in teaching students with intellectual disabilities. The curriculum included picture symbols, maps, graphic organizers, video supplements, student workbooks, instructions for use with the prompt hierarchy, and the use of systematic instruction when teaching lessons. The book covered topics on from the Native Americans, colonization, Revolutionary War, Civil War, the World Wars, and the new century. The curriculum was designed for grades 9 to 12. A shortcoming of *Explore American History* is the depth of information presented.   Each of the chapters presented a survey of the topics and did not require much complexity of thought in terms of vocabulary, information presented, assessments, and hands on activities. However, Kinney (2010) encouraged teachers to collaborate with general education teachers in order to add complexity to the lessons.[15] The scarcity of adapted and complex content and the age of the district provided materials has created an opportunity for the development of a new unit that will stimulate and challenge students in the separate classroom. The state does not test students on the Extended content standards in social studies. This provides considerable leeway in the content used for instruction. I teach my students civics and behavioral psychology.

School Setting

William A. Hough High School is a large suburban high school in Cornelius, North Carolina. Hough is a comprehensive high school that offers a variety of educational opportunities. Hough offers 26 Advanced Placement classes, an Exceptional Children's Program, an English Language Learner program, a Junior ROTC program, a Visual Arts and Fine Arts program, and a variety of Career and Technical Education (CTE) courses. Hough is becoming more culturally diverse as the communities it serves continue to grow. The school has a total enrollment of 2,512 students during the 2019-2020 school year. The school continues to grow, but this information is the most current. The student body is 73% White, 9% African American, 12% Hispanic, 3% Asian, 2% multiracial, and 1% other nationalities. 16.8% of Hough students receive free and reduced lunch. Hough had a 94% graduation rate in 2019.

I teach in a program for students with mild to moderate intellectual disabilities. The students can also have concomitant Autism or physical disabilities. The four classrooms for students in my program comprise the Extensions Program (EP). The program has 25 students. All students are educated on the Extensions of the Common Core course of study. The Extended content standards are based on the standard course of study, but are adapted to address only the basic ideas and concepts presented in the standard course of study. For example, students on the standard course of study are expected to analyze sources of energy for organisms and to analyze

different adaptations. Students on the extensions are only expected to identify very concrete examples of energy and animal relationships. Students on the extensions are not expected to develop a deeper understanding of the curriculum. However, teachers of the extensions are given significant leeway in how to design lessons and to vary the complexity of the content presented to the students.

The four classrooms are divided by grade band. The students in the 9-12 grade band are in the high school program. Once the students turn 19, they are placed in the transitions program, which seeks to prepare students for life after high school. Each of the teachers has a homeroom that meets daily. My homeroom of seven students completes writing or typing a daily schedule, a daily journal entry, and collects weather data. Prior to beginning science, my homeroom completes a daily KWL/Scientific Method activity where data collected during the day is recorded and compared to the hypotheses from the previous day. Following homeroom, I teach the 12 students in the 9-12 grade band science and social studies. My science units are focused on the features of organisms, application of the features of organisms to real life examples and videos, the study of reproduction, cells, food chains, systems, energy, taxonomy, evolution, and the different chordates. My social studies lessons are focused on psychology and sensory processes. All of the Extension Program teachers teach different applied vocational activities in order to give the students a survey of skills required to complete different jobs (packaging, clerical, custodial, etc.).

Background

My Social Studies Class

I have created an adapted textbook covering the features of organisms, taxonomy, and the different chordates. I have made different assessments and worksheet activities that involve application and analysis level student responses. I use a wide variety of YouTube videos, pictures, newspaper articles, writing activities, and word cards to supplement and extend the content. I am not interested in the speed with which I move through the different topics. I prefer to work on depth of understanding and helping students to discover connections between the different social studies concepts discussed. I have created adapted chapters on both civics and psychology. My civics chapters focus on general information about the different branches of government, how many of the words and sentences in the constitution affect everyday life, and on the Bill of Rights. I use newspaper stories to provide context to constitutional terms and to help the students to apply key words and work on writing. I also teach my students a unit I created on adapted behavioral psychology. The psychology unit concerns task analyses, stimulus and response, and the different theories of human behavior. The psychology unit is also used to connect the social sciences with biology. I use an interactive whiteboard to project adapted chapters, tests, and information. The students also receive adapted textbooks with information adapted from grade appropriate texts so they can access the lessons. Adapted text provides pictures with words, which help students to read using context clues. My books and lessons are updated with new information and research continually.

New Unit

Music pervades all aspects of society. Students today soundtrack their lives. With the rise of personal handheld devices, students are able to have music with them throughout the day. Music has meaning to individuals; however, many students are not able to elucidate the reasons a particular song or album is meaningful to them. Friedmann (2012) posited that rhetorically, music can provide a more emotionally convincing argument than a speech without musical accompaniment.[16] Music has defined different periods of time and has been important to religious calls to worship and celebrations. Baroque and Classical music have defined their periods in history. The term Jazz Age defined the 1920s and the liberalization of society following the First World War. Popular culture has always been intertwined with major historical events and has provided a perspective that resonates with average citizens. This unit will be used to teach students with disabilities about the events of post war United States using music to provide context. This unit can be taught in concert with civics and world history in order to demonstrate that the events in the United States did not occur in a vacuum. This unit can also be taught with perceptual psychology to provide an explanation of how music affects behavior and cognition. Finally, this unit will help students with disabilities learn to express themselves in writing and to make an argument.

Teaching Strategies

Picture symbols (see Figure 1) involve combining a picture with a word to provide context cues in text. The symbols can be either abstract drawings or concrete pictures. They can also be presented in isolation or as a part of a whole narrative. Picture symbols can help improve independent reading and comprehension in students with intellectual disabilities.[17] When text is supplemented by picture symbols, students are able to point to the picture and word combination. The association helps to promote retention, especially following repeated trials learning and repetition of the content. Evmenova and Behrmann (2011) also discussed the use of videos in instruction. When coupled with picture symbol text, closed captioning, and frequent checks for understanding, videos help to provide concrete examples to abstract and difficult topics. *For example,*
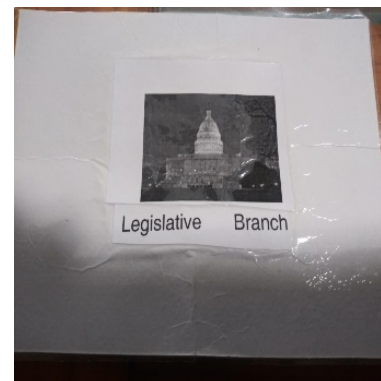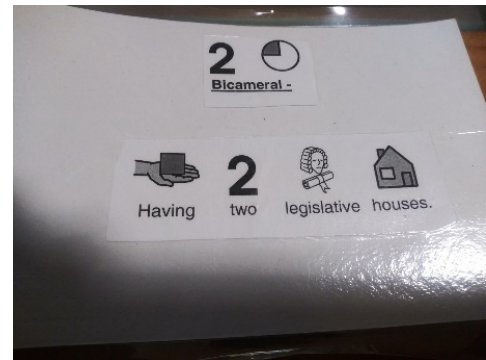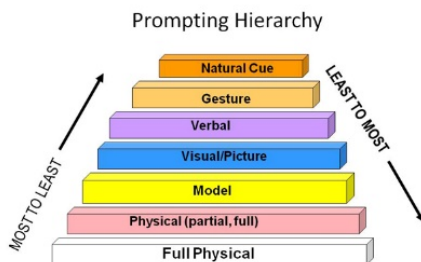
Figure 1.

The prompt hierarchy (see figure 2) is a continuum that is used to indicate the level of support required by a student when presented with academic materials and activities. The levels of the prompt hierarchy are, from least intrusive prompting to most intrusive prompting, independent, gestural, verbal, visual/picture, modeling, partial physical, and full physical. Errorless learning is teaching the correct response over the incorrect during trials. Prompting is used to make sure the student focuses on the correct response and not the incorrect in order to promote generalization and fluency. Independent means that the student is

able to access the academic material or activity without supports from the teacher. Independence is different for different students based on ability level. For example, one student may able to complete a worksheet by writing the answers, another student may be able to complete the activity with a worksheet with picture symbol answer choices, and another student may be able to answer the same questions with the answer choices presented in an array and the worksheet items one at a time. Gestural prompting involves the use of pointing to the choices after the instruction is given and the student has not responded or has responded incorrectly. Verbal prompting involves the use of a sound, word, or phrase to prompt correct responding by the student. Verbal prompts can be non-specific, using only a small sound, or specific, using a whole word or phrase. Picture/visual prompt involves the use of a picture symbol in isolation in order to prompt the correct response following an instruction. Modeling prompts involve the teacher or peer modeling the correct response following an instruction or question. Physical prompts are used when the student is unable to complete the correct response following use of all other prompts. Best practice with the prompt hierarchy is to expect independent responding and to move down from least intrusive prompts to most intrusive prompts until the student is able to perform the correct response. The goal with prompts is to fade the use until the student is able to respond independently.

Figure 2 (M.A.S.T.) [18]

The students are also provided information and academic materials based on their ability to read and understand symbolic representation of information. The levels are Readers/Level 3, Level 2, and Level 1. Students who are classified as Readers/Level 3 are able to read some words and are able to access information presented in either plain text or using more abstract symbols. These students are able to write or read with more independence than students classified as either Level 2 or Level 1. Students classified as Level 2 are beginning to associate abstract symbols or letters/words with concepts or words. However, these students require more concrete images to help them grasp concepts without error. For example a students may need a picture or drawing of a ball to represent the word ball. Students classified as Level 1 are just beginning to associate words and information with objects. These students require actual objects or concrete representations of concepts in order to demonstrate comprehension. Many students in self-contained classrooms are unable to speak (are non-verbal). These students are provided with Augmented and Alternative Communication (AAC) devices such as a "cheap talk", a Big Mack, etc. These devices allow an instructor to record vocabulary or requests. The student can then push the button in order to play the word or request in order to participate in class verbally.

Universal Design for Learning (UDL) is a classroom practice based on architectural principles (the curb cut, handicap access, etc.). The goal is to create lessons or materials that provide access for the most students and making the classroom accessible to all learners.[19] UDL combines all of the teaching strategies, especially the use of videos and picture symbols. Picture

symbols are usually paired with words. Therefore, the students who are able to read plain text can access the material and use the pictures for context cues to help them define the word. The pictures will also allow the student who is unable to read to access the academic content. UDL also involves the use of technology to present information and to create communication adaptations.[20] Many of the classrooms for students with intellectual disabilities in Charlotte Mecklenburg Schools come equipped with interactive whiteboards. This allows all students to be able to see the information, control videos, complete adapted writing activities, and to make presentations. UDL promotes inclusion in the classroom by making the content accessible to all students.

All of these strategies are common practice in the self-contained classroom. There is a wide variation in ability level among students; however, all can benefit from use of the best practice methodology. Some students in self-contained classes are able to read and write. Simple picture symbols promote independence by allowing them to use the picture to determine meaning. Other students, who are unable to read, can use the picture symbols to make choices. All of the students benefit from the use of the prompt hierarchy to learn correct responses and to increase independence in responding to learned and novel stimuli.

Content Research

Social Studies and Students with Disabilities

Browder, et al. (2009) conducted a literature review of the use of time delay to teach literacy to students with intellectual disabilities.[21] Time delay is an instructional strategy where an instructional stimulus is paired with a prompt only after the student has not responded correctly when given a fixed interval of time (5 seconds for example). The literature review does not explicitly address instruction in social studies. However, since social studies instruction involves a great deal of reading, the strategy involved in this study can be applied. Browder, et al. (2009) found that teachers reported positive learning outcomes by using time delay.[22] This method can be used to fade prompting by increasing the interval between stimulus and prompt presentation.[23] Time delay is also effective in teaching sight words and is a powerful tool in teaching general curriculum content to students with intellectual disabilities.[24] This teaching strategy is easy to use and can be applied systematically to social studies instruction. Time delay can promote independent responding and reduced teacher assistance.

Wood, et al. (2015) used a system of least prompts to teach students with moderate to severe intellectual disabilities how to generate questions about United States history in a general education classroom.[25] To prepare the three middle school students in the study to generate questions, the teachers were given a task analysis to help them teach the skills and the students were provided with adapted graphic organizers, which paired words with contextual symbols or pictures.[26] The students and teachers used a general education textbook divided into the main ideas (Native American culture, colonization, Revolutionary War, Civil War, the World Wars, and post-war United States) to instruct the students.[27] The teachers used prompting and stimulus cards with the graphic organizers in order to teach the students both the content and how to

prepare the questions. Following the intervention, the students were able to generate up to six questions each and answer up to two questions across settings.[28] Despite the small sample size and limited generalizability of the study based on the design, it does offer an effective strategy, graphic organizers, to teach students to interact with complex material over a variety of subjects.

Steele (2005) addressed the use of accommodations for students with mild intellectual disabilities.[29] This paper is written from a general education perspective. Many of the suggestions complement the use of prompts and time delay for students with more significant intellectual disabilities, such as the use of peer tutors, written directions, the use of visual organizers, providing information using multiple modalities (visual, auditory, using movement, etc.).[30] Steele (2005) also advised the use of real life examples in order to provide context to more abstract ideas.[31]

Incorporating Music into Instruction

Zukas (1996) addressed the importance of using music in history instruction.[32] Music can provide cultural context to important historical events. For example, slave spirituals can provide additional information on the perspectives of the slaves themselves and how the institution of slavery impacted their lives in a more striking way than text alone.[33] He suggested that music can be used from different cultures in order to explore different ideas and styles (for example Ragas from India and Italian folk music).[34] Music from a specific time period can be used as a primary source like documents and illustrations. However, music can be more emotionally accessible than the documents and illustrations and provide the students with a more relatable entry into the specific culture.[35] Music can provide primary information for cultures and periods when writing was not a primary source of transmission. For example, slave spirituals, Native American, and aboriginal music.[36] Finally, music can reflect the politics of the time period (cit). For example, folk and rock music from the 1960s United States protested the country's involvement in the Vietnam War.

Goering and Burenheide (2010) discussed how music can give students the opportunity to express themselves and can help students develop empathy with characters in literature and history.[37] They determined that music helps students to understand content by providing auditory context to the period.[38] Students should be encouraged to soundtrack their lives to inspire personal writing.[39] Goering and Burenheide (2010) also provided strategies for incorporating music into history instruction. Have the students predict how the song will relate to the topic, relate current music to historical events, and use event relevant song lyrics as text.[40]

Stevens and Fogel (2007) discussed how the different musical styles of the Great Depression reflected the different experiences of American citizens.[41] Some of the pop music was upbeat, but the blues and folk music of the time reflected the hardships faced by African Americans and poor whites.[42] The blues, specifically, provided social commentary and provided an insight into how many people were living at the time.[43]

Different Forms of Music

The research into the different musical forms to be addressed in this unit focused on the role of race in the development and popularization of Rock and Roll and Jazz.[44] Martinez (2015) for instance, discussed how Elvis Presley became the dominant force of an otherwise African American medium.[45] Wierzbicki (2016) discussed the development of both rock and jazz during the 1950s. He discussed how both forms of music appealed to white youth and writers seeking to dissociate from mainstream white society.[46] While rock and roll was considered dangerous at the time (see Bill Haley and the Comets and Link Wray), jazz was gaining acceptance as a form of art.[47] African American jazz musicians were excited at the opportunity to promote Black Excellence with the acceptance of jazz.[48] The Civil Rights movement in the 1960s and 1970s brought together many forms of rock, jazz and folk.[49] The predominant form to address the political and social implications of the Civil Rights movement was rhythm and blues music (really rock and roll).[50] This music of the Civil Rights era explicitly demonstrated the intersection of popular culture and politics. The music from the Civil Rights era has also come to represent the history of a decade and demonstrates the power of music in influencing social change- a rhetorical ideal. Williams (2013) focused less on politics in his chapter on the development of hip-hop.[51] Instead, he focused on the connections to Caribbean music, funk, and the development of sampling.[52]

Prerequisites

Prior to teaching the unit, teachers should instruct students on the basics of civics, early American History, and modern American History. The teacher should also provide general information on the Civil War, World War 1, and World War 2. The new unit will take place following 1945. Finally, teachers can use Brain Pop videos on the Imagination[53], Blues[54], Jazz[55], Folk Music[56], and Hip-Hop[57] to provide a preview for some of the concepts in the unit. Brain Pop offers short and humorous videos that provide great overviews on information in all academic disciplines. The videos can be used again in the unit to review and to support current learning. Teachers can also show CNN 10[58] in order to provide daily updates on current events. CNN 10 is a 10 minute overview of current events, politics, science, and human interest stories.

Unit

The instructional unit will involve lessons on the relationship between music and post-war American History. The unit will be divided into three lessons, which will cover the major musical movements in the mid to late 20th Century and their relationship to the major social, political, and historical events from the 1950s to the 2000s. The students will be instructed using the Attainment text and other plain text resources. To help the students interact with the material, they will be provided with adapted graphic organizers in order to help them to both develop and answer questions.[59] Each unit will have activities where the students can learn to develop argumentative writing. The students will also have to create playlists of music that are indicative of different styles and times. The goals of the unit are to have the students to compare and contrast the music of different times, to consider the changing themes and attitudes of society, and to determine how particular songs are reflective of their eras.

Lesson 1 will cover jazz in the 1950s and 1960s. The students will learn about the development of jazz in earlier periods and compare the change in attitude of mainstream society toward jazz by the 1950s. The students will learn about the major artists of jazz, the major events of the 1950s and 1960s, and how the musical, visual, and literary artists of the time attempted to change society. This lesson will cover the beginning of the Cold War, racial segregation, and the beginning of the Civil Rights movement. Students will have an opportunity to learn about laws, Congress, and the wars in Korea and Vietnam.

Lesson 2 will cover rock and roll and its development starting in the 1940s as an outgrowth of the blues. The lesson will cover the major events from the 1970s to the 1990s. It will also cover the intersection of rock music and politics, which reflected a growing distrust of the government. This lesson will highlight the major forms of rock and roll and will include a discussion of the influence of folk on the rock activism that continues to the present. This lesson will include the, Women's Rights movement, the end of the war in Vietnam, different educational laws, and rise of Republicanism.

Lesson 3 will cover the development of hip-hop. This lesson will cover events from the late 1970s to the present. The lesson will highlight the influence of crime, poverty, and religion on the lyrics of hip-hop artists. This lesson will also address the liberalization of society by comparing the attitudes of society in the 1990s to modern attitudes toward rap lyrics. The lesson will also look at the social activism of modern hip hop and how it is addressing problems all over the country. This lesson will also address the rise of terrorism, the wars in Iraq and Afghanistan, smart phones, and the rise of the green economy.

Learning Experiences

Lesson 1: 1950s to 1960s and Jazz

Objective:

1. Given AAC devices and adapted text (Attainment text book), and videos on the Smart Board, the students will read the adapted information on United States History since World War 2.
   a. Given adapted information in the Attainment Book, the students will explore the timeline of events.
   b. Given the timelines presented on the websites: https://www.thoughtco.com/1950s-timeline-1779952 and https://www.pbs.org/opb/thesixties/timeline/timeline_text.html, the students will compare and contrast the timelines and fill in any missing milestones on the adapted timeline.
   c. Given the graphic organizer on page 130, the students will compare and contrast the United States and the Soviet Union.
   d. Given adapted information on the different forms of government, the students will compare and contrast the communist system versus the republican system of government.

2. Given AAC Devices, adapted text (teacher made civics adapted text), and videos on the Smartboard, the students will learn about the parts of the Constitution and the amendments.
   a. Given information in the Attainment textbook, the students will learn about racial segregation and the beginnings of the Civil Rights movement.
   b. Given adapted text, word cards, and information on both the Civil Rights Act of 1957 and 1963, the students will compare and contrast the scope of the two laws.
3. Given AAC Devices, plain text, and videos on the Smartboard, the students will explore the timeline of the development of Jazz.
   a. Given the website: https://www.jazzinamerica.org/JazzResources/Timeline/1950/1959, the students will compare the milestones in the development of jazz to major events in U.S. History.
   b. Given the Brain Pop video on Jazz and Blues, the students will answer the quiz questions at the end of the videos to demonstrate comprehension.
   c. Given a daily song and an adapted worksheet, the students will use a search engine to:
      i. Find the date of the song
      ii. Find the artist of the song
      iii. Find the meaning of the song (auditory rhetoric)
      iv. Find a historical event that occurred on the song's release date.
4. Given a Wikipedia article about a Jazz Artist from the 1950s and the 1960s, AAC devices, and a computer, the students will learn about important jazz artists and their place in the timeline.
   a. Given an adapted organizer to develop questions, the students will develop questions about the following artists:
      i. James B. Dorsey
      ii. Nina Simone
      iii. Miles Davis
5. The students will answer the following questions in groups:
   a. What were the major events in the United States in the 1950s and 1960s?
   b. Who were the major Jazz artists in the 1950s and 1960s?
   c. How did Jazz music influence other art in the 1950s and 1960s?
      i. What was a major literary movement that used jazz?
   d. What were some major laws and societal shifts of the 1950s and 1960s?

Readers/Level 3:

- The students will identify/apply new vocabulary, such as independently given a choice of four response options as choice cards *jazz, Cold War, Korea, beat, syncopation, timeline, Communism, Vietnam, segregation, saxophone, racial prejudice, civil rights, space race. Beat Poetry, protest, draft, law, Congress, legislate.*
- The students will complete a graphic organizer to develop questions about the plaintext content.
- The students will complete a cloze (fill in the blank) worksheet to compare and contrast the different forms of government.
- The students will compare and contrast different wars of the 1950s and 1960s.
- The student will compare and contrast the different attitudes toward jazz and rock music during the 1950s and 1960s.

Level 2:

- The students will do the same activities as above with more intrusive prompting for errorless learning.
- The students will listen to and read the text using AAC devices.
- The students will complete a response option worksheet or cloze worksheet with key words to compare and contrast the different forms of government,
- Students will attempt to say the vocabulary word(s) and point to the word on the definition sheet.
- Students who have difficulty speaking will press the "Big Mack" to hear the word and will point to the correct vocabulary word on the definition sheet or on the word card given a choice of three response options.

Level 1:

- The students will do the same activities as above with more intrusive prompting for errorless learning.
- The students will listen to and read the text using AAC devices.
- The students will complete a response option worksheet that has been turned into discrete response choices in order to compare and contrast the different forms of government.
- Students will point to the vocabulary word on the definition sheet or on the word card given a choice of three response options and more intrusive prompting as needed

Warm Up:

- Prior to the lesson and given the website: https://examples.yourdictionary.com/examples-of-ethos-logos-and-pathos.html, the students will learn about rhetoric and the different styles (ethos, logos, and pathos).
- Given an example of ethos rhetoric, the students work in pairs to develop their own example.
- Complete the activity on Thomas Dorsey.

<u>Lesson Procedures</u>: (What the teacher will do)

- Assistants**:** will work with a small group of students to help them to respond to questions and focus on the textbooks. They will monitor behavior and take data. They will also assist with the use of AAC devices. They will provide data on the level of support provided to the students.

Readers/Level 3:

- The teacher will provide the adapted textbooks and word card choices.
- The teacher will then read the vocabulary with the students to prepare them for the reading.
- The teacher will read the adapted perception text with the students
- The teacher will have the students follow along with the text. The Smart Board will display the adapted text to help the students follow along.
- The teacher will identify the new vocabulary for the Velcro Word wall (*jazz, Cold War, Korea, beat, syncopation, timeline, Communism, Vietnam, segregation, saxophone, racial prejudice, civil rights, space race. Beat Poetry, protest, draft, law, Congress, legislate).*

Level 2:

- The teacher will do the same as above.
- The teacher will handout three vocabulary words
- The teacher will read the three vocabulary words and have the students along.
- The teacher will have the students point to the different vocabulary words and use augmentative communication devices if non-verbal.
- The students will point to pictures in the book.

Level 1:

- The teacher will do the same as above.
- The teacher will have the students listen to the text.
- The teacher will have the students to eye-gaze or point to the correct vocabulary word out of a choice of three.

Independent Practice:

- Given a picture from the 1950s and the 1960s, AAC devices, plain text, and a computer, the students will learn about the setting of the picture and the photographer.
  - o Given the title of the picture, the students will use a search engine to:
    - Find the date of the picture
    - Find the name of the photographer
    - Determine the meaning of the picture (pictorial rhetoric)
    - Find a jazz song from the 1950s or 1960s that fits the theme of the picture.
- Given the quizzes at the end of the Attainment book, the students will complete the quizzes with teacher or assistant help as needed.

Lesson 2: 1970s to 1980s and Rock

Objective:

1. Given AAC devices and adapted text (Attainment text book), and videos on the Smart Board, the students will read the adapted information on United States History since World War 2.
    a. Given adapted information in the Attainment Book, the students will explore the timeline of events.
    b. Given the timelines presented on the websites: https://www.thoughtco.com/1970s-timeline-1779954 and https://www.thoughtco.com/1980s-timeline-1779955, the students will compare and contrast the timelines and fill in any missing milestones on the adapted timeline.
    c. Given the information on page 134, the students will compare and contrast the United States and the Soviet Union and collapse of the Soviet Union.
    d. Given adapted information on pages 138 and 139 and a graphic organizer, the students will research changes in technology and in space exploration.
2. Given AAC Devices, adapted text (teacher made civics adapted text), and videos on the Smartboard, the students will learn about the parts of the Constitution and the amendments.
    a. Given adapted text, word cards, and information on different laws, the students will compare and contrast the coverage of two education laws.
        i. Public Law 94-142 of 1975
        ii. McKinney-Vento Homelessness Assistance Act of 1987
3. Given AAC Devices, plain text, and videos on the Smartboard, the students will explore the timeline of the development of Rock.
    a. Given the website: http://www.rockmusictimeline.com/ the students will compare the milestones in the development of Rock to major events in U.S. History.
    b. Given the Brain Pop video on Folk Rock, the students will answer the quiz questions at the end of the videos to demonstrate comprehension.
    c. Given a daily song and an adapted worksheet, the students will use a search engine to:
        i. Find the date of the song
        ii. Find the artist of the song
        iii. Find the meaning of the song (auditory rhetoric)
        iv. Find a historical event that occurred on the song's release date.
4. Given a Wikipedia article about a Rock Artist from the 1970s and the 1980s, AAC devices, and a computer, the students will learn about important rock artists and their place in the timeline.
    a. Given an adapted organizer to develop questions, the students will develop questions about the following artists:
        i. Isaac Hayes
        ii. David Bowie
        iii. Kurt Cobain

5. The students will answer the following questions in groups:
    a. What were the major events in the United States in the 1970s and 1980s?
    b. Who were the major rock artists in the 1970s and 1980s?
    c. How did rock music influence other art in the 1970s and 1980s?
        i. What was a major rock movement that broke off from rock?
    d. What were some major laws and societal shifts of the 1970s and 1980s?

Readers/Level 3:
- The students will identify/apply new vocabulary, such as independently given a choice of four response options as choice cards *rock, space shuttle, Berlin Wall, women's rights, ERA, technology, television, computer, email, internet, distortion, heavy metal, rhythm and blues, guitar, concert, stadium, festival, and executive.*
- The students will complete a graphic organizer to develop questions about the plaintext content.
- The students will complete a cloze (fill in the blank) worksheet to compare and contrast the different forms of government.
- The students will compare and contrast technological changes of the 1970s and 1980s.
- The student will use the computer to research different styles of rock in order to compare and contrast the different attitudes toward heavy metal and punk music during the 1970s and 1980s.

Level 2:
- The students will do the same activities as above with more intrusive prompting for errorless learning.
- The students will listen to and read the text using AAC devices.
- The students will complete a response option worksheet or cloze worksheet with key words to compare and contrast changes in technology,
- Students will attempt to say the vocabulary word(s) and point to the word on the definition sheet.
- Students who have difficulty speaking will press the "Big Mack" to hear the word and will point to the correct vocabulary word on the definition sheet or on the word card given a choice of three response options.

Level 1:
- The students will do the same activities as above with more intrusive prompting for errorless learning.
- The students will listen to and read the text using AAC devices.
- The students will complete a response option worksheet that has been turned into discrete response choices in order to compare and contrast the changes in technology.
- Students will point to the vocabulary word on the definition sheet or on the word card given a choice of three response options and more intrusive prompting as needed

Warm Up:
- Prior to the lesson and given the website: https://examples.yourdictionary.com/examples-of-ethos-logos-and-pathos.html, the students will learn about rhetoric and the different styles (ethos, logos, and pathos).
- Given an example of logos rhetoric, the students work in pairs to develop their own example.
- Complete the activity on the band Death.

<u>Lesson Procedures</u>: (What the teacher will do)
- Assistants**:** will work with a small group of students to help them to respond to questions and focus on the textbooks. They will monitor behavior and take data. They will also assist with the use of AAC devices. They will provide data on the level of support provided to the students.

Readers/Level 3:
- The teacher will provide the adapted textbooks and word card choices.
- The teacher will then read the vocabulary with the students to prepare them for the reading.
- The teacher will read the adapted perception text with the students
- The teacher will have the students follow along with the text. The Smart Board will display the adapted text to help the students follow along.
- The teacher will identify the new vocabulary for the Velcro Word wall (*rock, space shuttle, Berlin Wall, women's rights, ERA, technology, television, computer, email, internet, distortion, heavy metal, rhythm and blues, guitar, concert, stadium, festival, and executive*).

Level 2:
- The teacher will do the same as above.
- The teacher will handout three vocabulary words
- The teacher will read the three vocabulary words and have the students along.
- The teacher will have the students point to the different vocabulary words and use augmentative communication devices if non-verbal.
- The students will point to pictures in the book.

Level 1:
- The teacher will do the same as above.
- The teacher will have the students listen to the text.
- The teacher will have the students to eye-gaze or point to the correct vocabulary word out of a choice of three.

Independent Practice:
- Given a picture from the 1970s and the 1980s, AAC devices, plain text, and a computer, the students will learn about the setting of the picture and the photographer.
  - Given the title of the picture, the students will use a search engine to:
    - Find the date of the picture
    - Find the name of the photographer
    - Determine the meaning of the picture (pictorial rhetoric)
    - Find a rock song from the 1970s or 1980s that fits the theme of the picture.
- Given the quizzes at the end of the Attainment book, the students will complete the quizzes with teacher or assistant help as needed.

Lesson 3: 1990s to Present and Hip-Hop

Objective:

1. Given AAC devices and adapted text (Attainment text book), and videos on the Smart Board, the students will read the adapted information on United States History about the new century.

    a. Given adapted information in the Attainment Book, the students will explore the timeline of events.

    b. Given the timelines presented on the websites: https://www.thoughtco.com/1990s-timeline-1779956 and https://www.thoughtco.com/top-news-stories-of-the-decade-3555536, the students will compare and contrast the timelines and fill in any missing milestones on the adapted timeline.

    c. Given the information on page 153, the students will compare and contrast the technology from the previous century and the technology from the new century.

    d. Given adapted information on pages 146-150 and a graphic organizer, the students will research wars of the new century and the rise of globalization.

2. Given AAC Devices, adapted text (teacher made civics adapted text), and videos on the Smartboard, the students will learn about the parts of the Constitution and the amendments.

    a. Given adapted text, word cards, and information on different laws, the students will compare and contrast the coverage and scope of two different laws.

        i. Individuals with Disabilities in Education Act of 1990

        ii. Patriot Act of 2001

3. Given AAC Devices, plain text, and videos on the Smartboard, the students will explore the timeline of the development of Hip Hop.

    a. Given the website: http://www.pbs.org/black-culture/explore/hip-hop/ the students will compare the milestones in the development of Hip Hop to major events in U.S. History.

    b. Given the Brain Pop video on Hip-Hop and Rap, the students will answer the quiz questions at the end of the videos to demonstrate comprehension.

    c. Given a daily song and an adapted worksheet, the students will use a search engine to:

        i. Find the date of the song

        ii. Find the artist of the song

        iii. Find the meaning of the song (auditory rhetoric)

        iv. Find a historical event that occurred on the song's release date.

4. Given a Wikipedia article about a Hip-Hop and/or Rap Artist from the 1990s to the present, AAC devices, and a computer, the students will learn about important hip-hop artists and their place in the timeline.

    a. Given an adapted organizer to develop questions, the students will develop questions about the following artists:

        i. Queen Latifah

        ii. Q-Tip

        iii. Chance the Rapper

5. The students will answer the following questions in groups:

    a. What were the major events in the United States from the 1990s to the present?

    b. Who were the major hip-hop artists in the 1990s to the present?

    c. How did hip-hop music influence other art in the 1990s to the present?

        i. Who are visual artists influenced by hip-hop music and culture?

    d. What were some major laws and societal shifts of the 1990s to the present?

Readers/Level 3:

- The students will identify/apply new vocabulary, such as independently given a choice of four response options as choice cards *hip-hop, rap, DJ, sampling, globalization, terrorism, virtual reality, Afghanistan, Iraq, conservation, green energy, recycling, smart phone, wireless, cyber-attack, judicial, and social network.*

- The students will complete a graphic organizer to develop questions about the plain text content.

- The students will complete a graphic organizer worksheet to compare and contrast the wars in Iraq and Afghanistan.

- The students will compare and contrast technology in the new century.

- The student will research styles of hip-hop on the computer in order to compare and contrast the attitudes toward sampling and the different types of rap during the 1990s to the present (Gangsta Rap, Jazz-influenced rap, etc.).

Level 2:

- The students will do the same activities as above with more intrusive prompting for errorless learning.

- The students will listen to and read the text using AAC devices.

- The students will complete a response option worksheet or cloze worksheet with key words to compare and contrast changes in technology in the new century.

- Students will attempt to say the vocabulary word(s) and point to the word on the definition sheet.

- Students who have difficulty speaking will press the "Big Mack" to hear the word and will point to the correct vocabulary word on the definition sheet or on the word card given a choice of three response options.

Level 1:

- The students will do the same activities as above with more intrusive prompting for errorless learning.

- The students will listen to and read the text using AAC devices.

- The students will complete a response option worksheet that has been turned into discrete response choices in order to compare and contrast the changes in technology.

- Students will point to the vocabulary word on the definition sheet or on the word card given a choice of three response options and more intrusive prompting as needed

Warm Up:

- Prior to the lesson and given the website: https://examples.yourdictionary.com/examples-of-ethos-logos-and-pathos.html, the students will learn about rhetoric and the different styles (ethos, logos, and pathos).

- Given an example of pathos rhetoric, the students work in pairs to develop their own example.

- Complete the activity on Last Poets Activity

Lesson Procedures: (What the teacher will do)

- Assistants: will work with a small group of students to help them to respond to questions and focus on the textbooks. They will monitor behavior and take data. They will also assist with the use of AAC devices. They will provide data on the level of support provided to the students.

Readers/Level 3:

- The teacher will provide the adapted textbooks and word card choices.

- The teacher will then read the vocabulary with the students to prepare them for the reading.

- The teacher will read the adapted perception text with the students

- The teacher will have the students follow along with the text. The Smart Board will display the adapted text to help the students follow along.

- The teacher will identify the new vocabulary for the Velcro Word wall (*hip-hop, rap, DJ, sampling, globalization, terrorism, virtual reality, Afghanistan, Iraq, conservation, green energy, recycling, smart phone, wireless, cyber-attack, judicial, and social network*).

Level 2:

- The teacher will do the same as above.

- The teacher will handout three vocabulary words

- The teacher will read the three vocabulary words and have the students along.

- The teacher will have the students point to the different vocabulary words and use augmentative communication devices if non-verbal.

- The students will point to pictures in the book.

Level 1:

- The teacher will do the same as above.

- The teacher will have the students listen to the text.

- The teacher will have the students to eye-gaze or point to the correct vocabulary word out of a choice of three.

Independent Practice:

- Given a picture from the 1990s to the present, AAC devices, plain text, and a computer, the students will learn about the setting of the picture and the photographer.

  o Given the title of the picture, the students will use a search engine to:

    ▪ Find the date of the picture

    ▪ Find the name of the photographer

    ▪ Determine the meaning of the picture (pictorial rhetoric)

    ▪ Find a Hip-Hop song from the 1990s to the present that fits the theme of the picture.

- Given the quizzes at the end of the Attainment book, the students will complete the quizzes with teacher or assistant help as needed.

Appendix 1

Implementing Teaching Standards for North Carolina Standard Course of Study

Extended Essential Standards

High School Social Studies

American History

AH.H.1: Understand the creation and development of the United States over time

- 1.1a: Use historical narrative or story to identify beginning, middle and end.

- 1.1b: Create a timeline based on familiar historical narrative.

- 1.2a: Determine the theme or central idea.

- 1.4a: Use historical narrative to pose questions.

- 1.4b: Use technology to obtain historical data from a variety of sources.

Civics and Governance

CE.C&G.2 Analyze government systems within the United States in terms of their structure, function and relationships.

- CE.C&G.2.3 Evaluate the U.S. Constitution as a "living Constitution" in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, Stare decisis, judicial review, supremacy, equal protections, "establishment clause", symbolic speech, due process, right to privacy, etc.).

    o EX.CE.C&G.2.3 Recognize the process for how rules and laws are enacted.

CE.C&G.4 Understand how democracy depends upon the active participation of citizens.

- CE.C&G.4.4 Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state (e.g., Patriot Act, Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).

    o EX.CE.C&G.4.2 Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the others (i.e., Civil rights, equal rights under the law, rule of law, personal space, right to privacy).

High School English and Language Arts

9-10 English Language Arts: Reading Standards for Literature

Extended Common Core ELA: Analyze information across sources

ELA 2. Determine the theme or central idea of the text and select details that relate to it; recount the text.

Appendix 2

Teacher and Student Materials

Attainment's Explore American History: Teacher and Student Editions

Teacher made adapted text on the U.S. Constitution, 2, and 3

Wikipedia Articles on Famous Jazz, Rock, and Hip-Hop musicians

Pictures from the 1950s to the Present

Adapted and Plain Text Worksheets

PowerPoint Presentation

Interactive Whiteboard

YouTube music videos

Thomas Dorsey activity

Band Called Death Activity

Last Poets Activity

The following Websites:

https://www.jazzinamerica.org/JazzResources/Timeline/1950/1959

http://www.pbs.org/black-culture/explore/hip-hop/

http://www.rockmusictimeline.com/

https://www.thoughtco.com/1950s-timeline-1779952

https://www.pbs.org/opb/thesixties/timeline/timeline_text.html

https://www.thoughtco.com/1970s-timeline-1779954

https://www.thoughtco.com/1980s-timeline-1779955

https://www.thoughtco.com/1990s-timeline-1779956

https://www.infoplease.com/history/us/us-history-the-new-millennium-2000-onward

https://www.thoughtco.com/top-news-stories-of-the-decade-3555536

https://examples.yourdictionary.com/examples-of-ethos-logos-and-pathos.html

Lesson Activity Worksheets: The worksheets can be turned into Google Docs to make them more interactive.

Picture Analysis Worksheet:

Type the title of the picture into the search bar.

Title of the picture: _____

Name of the photographer: _____

Meaning of the picture:

_____
_____
_____
_____
_____

How does the picture make you feel?

Happy   Sad   Confused   Mad   Worried

Go to YouTube and find a song from the time that fits the theme of the picture.

Paste the song here:

Song Analysis Worksheet:

Song:

Song Title:

Date of the Song: _____

Song Artist: _____

What does the song mean?

_____
_____
_____
_____
_____

How does the song make you feel?

Happy   Sad   Confused   Mad   Worried

Find a historical event that happened the year the song was released:

_____
_____
_____
_____

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