

WS12 HIGH SCHOOL Lesson Plan

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Title: “The Dream”

Length of Lesson: two class periods

Grade Level: HIGH SCHOOL



Objective:

“The Dream” delivers a very powerful message of peace. This song says directly what so many of us need to hear every day. This message will not only help students to hear this message of peace, but also to realize the way that music helps to deliver incredibly important and powerful messages. Music can be used as an instrument of peace. Music brings people together. The overall goal of this lesson is for students to simply embrace, understand, and ideally, carry this message of peace into their lives. Specifically, students will listen to “The Dream”, written and performed by Michael Johnathon. Students will focus entirely on listening and absorbing the message of “The Dream”.

Once students have listened to the song, there will then be a reflection time in which they write down their feelings. Students will actually begin an entire journal in which they write daily for a month. Students may write freely some days each week, while teachers are encouraged to offer a prompt (topic) in reference to creating peace through music and art for other days. The teacher may include some fundamental questions such as, “What does the idea of peace mean to you?” “What are some ways that you may create and work for peace in your lives, school and community?” “How do you think music brings people together?” There are so many forms of beautiful music around the world. Students are encouraged to appreciate and celebrate diversity not only in musical form, but in our lives and the ways we treat one another and all beings. This episode will allow students to reflect upon the meaning of peace to them. This may seem like a vague question, but the journal writing reflections and discussions will hopefully encourage a deeper response and understanding.

Description of Lesson/Activities & Procedures:

Activity 1:

Activity 1 will have students listen to “The Dream” and then begin their journal. Students will listen to Michael Johnathon’s “The Dream” in its entirety before writing anything. The idea is for students to really hear the message of peace. Students will begin a journal in which they write daily. Students may write freely some days about peace and the ways they are creating it in their lives. Students are also encouraged to think about the ways that music and art bring people together and help create peace. Teachers may offer writing prompts (topics) for some days. Students will also be given quotes to reflect upon in their journal writing. The quotes are as follows:

“Art is a revolt against fate.”

Andre Malraux, France

“My first wish is to see war, this plague of mankind, banished from the earth.”

George Washington

"Peace cannot be kept by force;
it can only be achieved by understanding."

Albert Einstein

"I hate war as only a soldier who has lived it can, only as one who has seen its brutality, its futility, its stupidity."

Dwight D. Eisenhower

"We have flown the air like birds,
swim the sea like fishes,
but have not learned to walk the earth like brothers."

Martin Luther King, Jr

Activity 2:

Activity 2 in this lesson will have students to explore the idea of how music brings people together. Students will research and find some historical examples of times in which music brought about peace. Students will write an informational piece based upon their research. The written piece will be two to three pages and will include at least four reliable sources. The overall goal is for the students to understand how music does bring about peace, change and encourages community. So, while including a research and writing component, students will also begin to think about how they may also create music and/or art to bring about peace.

Activity 3:

Students will think of a song that they believe delivers a powerful message of peace. Students will also be asked to journal their thoughts on the song and why they chose it. Students will also share this one particular journal entry. The other entries, however, may be personal to the students and they will not be required to share, but encouraged to incorporate their ideas of creating peace into their daily lives.

Connection to Language Arts Standards:

- Identify and compare various styles and functions (recreational, ceremonial, and artistic expression) of music
- Analyze and describe how factors such as time, place, and belief systems are reflected in music
- Analyze and describe music's influence on belief systems, its influence on history, and its ability to shape culture
- Describe and analyze the effects that works in the arts have on groups, individuals and the culture
- Students will understand that collaboration involves sharing new ideas with others. Shared knowledge is a community-building process, and the meaning of research/investigation takes on greater relevance in the context of the learner's society. Comparing notes, discussing conclusions, and sharing experiences are all examples of this process in action
- Students will select and incorporate ideas or information (e.g., from reading or other learning), explaining reflections or related connections (e.g., identifying relationships and own experiences, offering support for conclusions, organizing prior knowledge about a topic)
- Students will understand that writing can be used to make meaning of one's own experience, as well as of other information/ideas
- Students will understand that writers need to document sources /give credit for the ideas of others

Connection to Arts & Humanities Standards:

- Students make sense of ideas and communicate ideas with music
- recognize, describe, and compare various musical forms

Vocabulary Within Lesson: *The goal of this entire lesson is really for students to HEAR a message of peace and apply to their lives. The journal writing activities and discussion certainly encourage this. Activity 2 will allow students to research and have historical examples of music creating peace and a sense of community. That being said, I don't want to have students focus on particular vocabulary words for this lesson; rather, the message of peace is the emphasis.*

Rubric and Guidelines:

The following are guidelines in which you may assess student's understanding and application of this song:

Demonstrates an understanding of artistic and musical expression as a message of peace. There are no further guidelines for this lesson. Peace is the message and creating it by finding ways to incorporate it in our daily lives.