

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.

SOC 4-04a

Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.

SOC 4-06a

I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.

LIT 4-01a

Learning Intentions:

I am learning to interpret different historical resources and present an informed view

I am learning to provides arguments for and against how a group or individuals addressed inequality

I am learning to make and organise notes and create new texts

Success Criteria:

I can:

Present an informed point of view through using a variety of sources – songs, books, internet

Present an informed view on the importance of protest songs in the civil rights era

Present high quality, detailed information

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

This is a series of lessons within the Free at Last National course. The pupils have been studying the different ways black Americans suffered injustice and prejudice by looking at the case of Emmett Till. Pupils have already had a lesson on Emmett Till's murder.

Pupils have been introduced to the theme of protest songs. After a discussion about protest songs, the first task involves putting the lyrics on the Bob Dylan song in the correct order. This was a group task and challenged the pupils as there are 28 different lines in the song. We then listened to the song and the pupils checked their answers. The class

were then set Task 1 as homework – research a protest song which raises an important issue.

Class then feedback to class and some of the songs were played to class. (Strange Fruit etc) The follow up task was to create a newspaper article on the death of Emmett Till. The success criteria for this task were negotiated with the pupils – catchy headline, information about murder and trial, as well as being eye-catching. This was designed to look at the brutal treatment Black Americans received in the South and how the media and artists like Bob Dylan attempted to highlight these issues. Upon completion, the pupils work was peer marked and tabled filled in.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say – Discussed with partner the use of songs to raise important issues.

Write – A piece of formal homework on a protest song through research at home.

Make – Pupils produced a newspaper article on the murder of Emmett Till and the aftermath.

Do –Pupils worked in groups to put song in correct order.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Verbal feedback was given throughout various tasks - to keep pupil on track.

Oral feedback from the teacher was given to each group during the activity in which they out the song in order as well as producing a newspaper article.

Pupils were issued with another piece of work and a peer assessment sheet to complete.(see back of newspaper).

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Pupils given responsibility for own learning throughout series of lessons. (Choosing protest song, layout for article etc)

Peer assessment form

Did the learner successfully attain the outcomes? **YES/NO**

26/10/17

Civil rights music - homework

The song I choose is "A change is gonna come" by Sam Cooke.

✓✓
I choose this song as it describes how black people felt like when the civil rights movement was happening and like it said in the song "but I know a change is gonna come." And that's how they felt like eventually a change will come and segregation will stop. I also choose this song as I think it's a very good emotional song that I love.

Sam Cooke wrote this protest song about the civil rights movement in 1964. It was from the album "Shake". When Sam Cooke heard Bob Dylan's song "Blowin' in the Wind" he extremely wanted to write a song that was similar and sent a message out. Cooke couldn't believe that Dylan's song was written by a black man.

A classic song from the civil rights period! 😊 well done!



After the death of his son in 1963, Cooke wanted to write more songs about black history and politics.

This song was released after his death. This song was going back to ✓ Cooke's gospel roots.

Good link!

The song is about how black people had a dream for segregation to stop and they knew it would stop. One of the lines "I go to the movies and I go downtown somebody keep telling me don't hang around" ✓ this line highlights what life was like at that time.

The most popular video (music video) of this song contains pictures of marches, protests, Martin Luther King, Nelson Mandela and black people surrendering.

✓ I think this song is an amazing song and emphasises black people's life and ✓ how they felt during the civil rights campaign.

Strange Fruit - Billie Holiday

Southern trees ✓ bear strange fruit
Blood on the leaves ✓ and blood at the root
Black bodies swinging in the southern ~~scenery~~ breeze ✓
Strange fruit hanging from the poplar trees

Pastoral scene of the gallant ✓ south
The bulging eyes and the twisted mouth
Scent of magnolias, sweet and fresh ✓
Then the sudden smell of burning flesh ✓

Here is...

Here is fruit for the crows ✓ to pluck
For the rain to gather, for the wind to ~~blow~~ stuck ✓
For the sun to rot, for the trees to drop
Here is a strange and bitter crop ✓

By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.

SOC 4-04a


Outcome met:

30/10/17 ✓

Level 4 S1-S3 Broad General Education - History

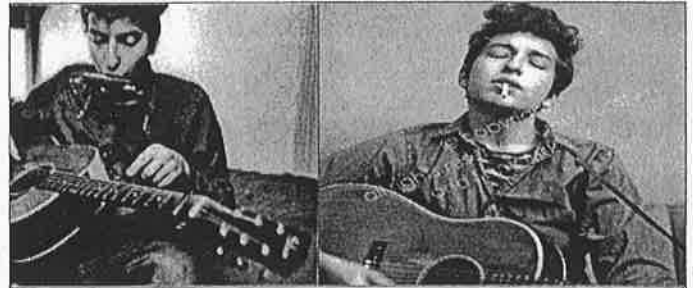
Over the next week we are going to:
 1. study groups in the past who experienced inequality
 and steps taken by individuals to address them
 - look at the problems facing Black Americans in the southern states of the USA - no justice in the South

Success criteria?



Literacy: Listening and Talking
 Writing
 Reading




FINDING OUT INFORMATION
 CREATING TEXTS
 SELECTING KEY INFORMATION
 MAKING NOTES



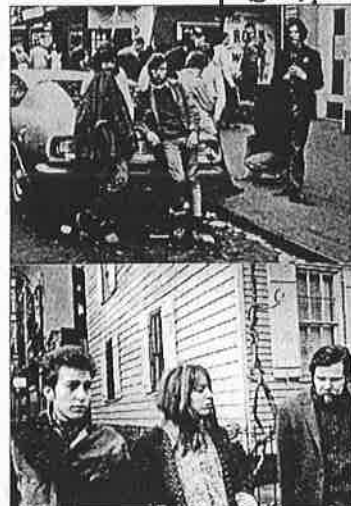
A protest song is a song

that is associated with a movement for social change and hence part of the broader category of topical songs (or songs connected to current events). It may be folk, classical, or commercial in genre

Can you think of any songs which address important issues or try to highlight inequality? Can you think of any celebrity who has tried to raise important issues?

Task 1.



Task : Take a copy of the lyrics. Cut them up and try and put in the correct order.

You have been given the first and last lines.

Clue: Some of the lines rhyme

Are there any differences between the song and what actually happened?
 Why?

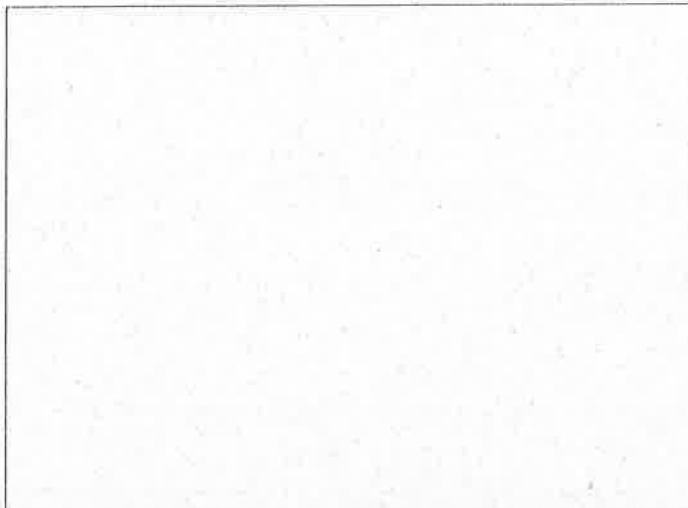
Key skill - interpreting sources

TASK 1

Homework: During the October break, do some research on the internet. Find a protest song which raises an important issue about the civil rights campaign or of the inequality of Black Americans. Write a paragraph describing the song and the issue.

By studying groups in past societies who experienced inequality, I can explain the reasons for the inequality and evaluate how groups or individuals addressed it.
 SOC 4-04a

Outcome met:



TASK 2

Task:

Imagine you are a journalist from the northern states reporting on the murder of Emmett Till. Write an article explaining the events surrounding his brutal murder.

You should include:

- Negotiated with Class -
- A headline
- Information about the murder
- The Trial
- The importance of the terrible events



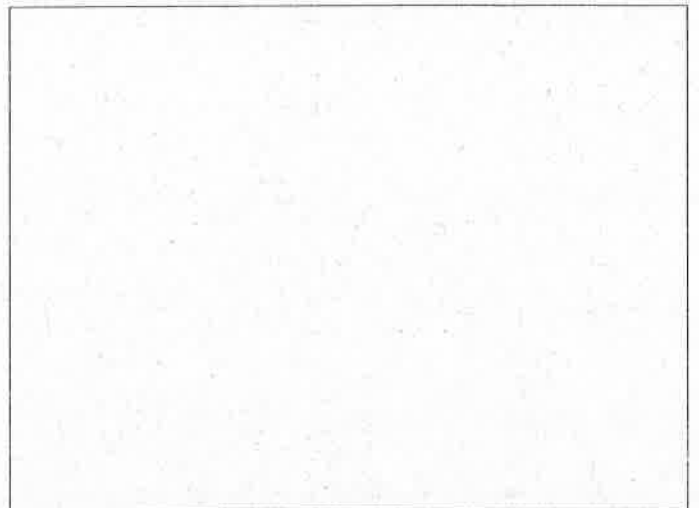
Main body Picture

Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event.
 SOC 4-05a

I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.
 LIT 4-01a

Outcomes met:

Significance - key skill - analysing



THE MURDER OF EMMETT TILL

In August 1955, Emmet Till a young boy, 14 years of age, from Chicago visited his uncle in Mississippi. Emmet was black and got treated not well but better than he was treated in the South. During his visit, his uncle dared him to go and speak to a white woman in a shop. Emmet accepted the dare and entered the shop. Emmet bought some sweets and then walking out spilled 'sugar baby' on her. The woman, Carolyn Bryant, told her husband later that night and her husband Roy Bryant was furious.

Emmet's friends were warned by certain people going by saying 'be careful' and something bad would happen to him later. They were right, later the day two white men, one of them Roy Bryant, came to Emmet Uncle's house. The two men robbed Emmet then drove away with him.

Four days later Emmet was found in the Tallahatchie River. He could not be identified. One of his eye was gouged out and his head was crushed and had a bullet in it. There was a heavy engine tied to his neck with barbed wire. Nobody knew if this was Emmet Till until they found a ring he wore with his initials on it.

Emmet's body was sent home for his funeral. His mother wanted an open casket funeral so everyone could see what had happened to her young beautiful son. A lot of local people and news photographers were to see the casket to reveal to the world what happened to this boy.

When the trial came it was an all white jury. It took them only an hour to decide if the murders were guilty or not guilty by looking at the evidence. The men gave a 'not guilty' verdict. The foreman of the jury later told us that he felt the state failed to prove that it was Emmet Till's body.

A couple of weeks after his death the murders released the story of how they killed Emmet Till to a different news paper. A double jeopardy law stated that the men couldn't have another court case even though they admitted to killing him.

Emmet Till's death was a big part of the civil rights movement. This news reached all over American and showed how disgusting and horrific this story is. All American then knew about the discrimination and segregation in the South. The civil rights movement now begun.



Emmet's body after he was killed.



The murders of Emmet Till.



The woman Emmet spoke to



Emmet Till



Emmet's uncle at the trial

The Jury at Emmet's case

