



GeoCivics Civics Action Plan Lesson:
Protest Dancing for Powerful Change
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| Teacher(s): Ruth Luevanos | Unit Title: Civic Action Through Dance Lesson Title: Protest Dancing for Powerful Change | Grade Level: 6-12 |
| Notes: This lesson will take several days to complete. <i>This is a civic action plan</i> , designed to bring awareness regarding the historic use of dance as a form of protest, and issues that concern students today. Please share the results of this lesson with a diverse audience to increase the impact and possibly drive a change in your community or school. | | |
| Pre-existing Knowledge: Students should know what protest is, how dance can be connected to different cultural and geographic regions, and how dance can represent cultural identity. | | |
| Overview of Content: Dance has been used as a form of protest to highlight different issues around the world for many years. Some of these dances have been connected to cultural roots of the people protesting such as was the case when Puerto Ricans in the pueblo of Adjunta used their cultural dance to protest the lack of access to energy after Hurricane Maria hit. Students will research and perform dances related to different forms of protest throughout history around the world. | | |
| Purpose: <i>What students will learn:</i> Students will learn about the history of dance being used as a form of protest through cultural identity to promote civic engagement and advocacy online and in person. Students will learn about how different types of dances were used as a protest to different topics in different places around the world. Students will learn about how civic action can be conducted through the use of dance that promotes awareness about specific issues, topics or policies that the government has influence over. | | |

National & State Social Studies Standard(s):**National:**

- NSS-C.9-12.3 Principles of Democracy: How does the government established by the Constitution Embody the Purposes, Values and Principles of American Democracy? How does the American political system **provide for choice and opportunities for participation**?
- NSS-C.9-12.5 Roles of the Citizen: What are the Roles of the Citizen in American Democracy? How can citizens take part in civic life?

CA State:

- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 8.3.5 Know the significance of domestic resistance movements and ways in which the central government responded to such movements
- 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

National & State Geography Standard(s):**National:**

Essential Element VI. Standard 17: How to apply geography to interpret the past.

Essential Element VI. Standard 18: How to apply geography to interpret the present and plan for the future.

CA State:

- HSS Spatial and Chronological Thinking 9.1.3: Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

ELA Standards:

- Reading 11.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCR 9.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCR 9.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

ISTE Teacher and/or Student Standard:**Student:**

- Global Collaborator 1.7.b Multiple Viewpoints: Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.

Language Functions:

- Students will read research and listen to different types of videos about the history of dance

used to protest different issues.

Culturally Responsive Lesson Strategies:

- **Connection:** Lesson/Activity incorporated real-life connections and representations from various cultures and life experiences.
- **Social Justice:** Lesson/Activity provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change.
- Students will connect historical and cultural background of dances to the issues they are protesting or highlighting.

Objective(s):

- Students will connect geographic region and culture of dances used to protest specific issues, topics or policies. (For example, how voguing was used to advocate for LGBTQ rights)
- Students will learn how dances have been used as a means of civic action to protest or advocate for or against specific issues, policies or reforms throughout history.

SIOP

| SIOP Elements | | |
|--|---|--|
| Preparation Adapting content Linking to background Linking to past learning Strategies used | Scaffolding Modeling Guided practice Independent practice Comprehensible input | Grouping Option Whole class Small groups Partners Independent |
| Integrating Processes Reading Writing Speaking Listening | Application Hands-On Meaningful Linked to objectives Promotes engagement | Assessment Individual Group Written Oral |

Evidence of Mastery (Measurable):

Formative: After conducting research as a group and completing a Protest Dance Research Project Worksheet where the group chooses 1 topic of interest and then researches how dance was used to promote awareness of that topic/issue, the groups will create a slideshow presentation of their learning and will give their slideshow presentation to the class. The teacher will make note of each groups' presentation for use as a formative assessment of student learning.

Summative: Students will work in groups to research a topic/issue of interest and will also conduct research on the type of dance they will use to create their own protest dance slideshow presentation that will highlight the issue or topic they have chosen. After creating their protest dance slideshow, they will present it to the class, and the teacher will use the rubric below to evaluate the group's presentation for the effectiveness of the protest dance slideshow and its connection to the issue/topic addressed by it. A score of 30 or higher will indicate mastery.

Protest Dance Presentation Rubric

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| Exceeds Expectations | Presentation answers all questions about the history of the topic/issue. All relevant videos and pictures of the dance were included in the presentation. All maps about history, culture and geography of the dance for protest are included in the presentation. | 40 |
| Meets Expectations | Presentation answers most questions about the history of the topic/issue. Presentation includes many relevant videos and pictures of the dance. Most maps about history, culture and geography of the dance for protest are included in the presentation. | 30 |
| Approaches Expectations | Presentation answers some questions about the history of the topic/issue. Some relevant videos and pictures of the dance were included in the presentation. Some maps about history, culture and geography of the dance for protest are included. | 20 |
| Fails to Meet Expectations | The presentation answers a few questions about the history of the topic/issue. Very few relevant videos and pictures of the dance were included in the presentation. Very few maps about history, culture and geography of the dance for protest are included. | 10 |

Key vocabulary:

- **bomba**: traditional Puerto Rican dance and style of music with African roots.
- **resistance**: the act or power of resisting, opposing, or withstanding something or someone. It can also refer to the opposition offered by one thing, force, etc., to another
- **protest**: a statement or action expressing disapproval of or objection to something:

Materials:

- Teacher Resource for Creating a Word Web (see link in Sources below)
- Bomba Video: *Why Puerto Rican Bomba Music Is Resistance*: [Why Puerto Rican Bomba Music Is Resistance](#)
- Copies of Protest Dance Research Project Worksheet -one per student (in Lesson Materials Document)
- Access to laptops/computers for conducting research and creating slideshow presentations
- Access to Research links in Sources section below
- Copies of Create Your Own Dance Worksheet - one per group - (in Lesson Materials Document)
- Protest Dance Presentation Rubric (located below in the Lesson Plan)

Sources:

- Teacher Resource for Creating a Word Web: [What is a Word Web? - Answered - Twinkl.](#) “
- Videos: Bomba as a form of protest: [https://Youtube www.youtube.com/results?search_query=bomba+as+form+of+protest](https://www.youtube.com/results?search_query=bomba+as+form+of+protest) - Why Puerto Rican Bomba Music Is Resistance: [Why Puerto Rican Bomba Music Is Resistance](#)
- Dance Research Links for Student Research:
- Dance Magazine: *The Power of Dance as Political Protest*: [The Power of Dance as Political Protest](#)
- Rema performing in the US. His hit Calm Down has gone viral - in part thanks to a choreographer named Loïc Reyel. Tim Nwachukwu/Getty Images - Article: *Calm Down: how a Nigerian singer and a Cameroonian dancer conquered the globe*: [Calm Down: how a Nigerian singer and a Cameroonian dancer conquered the globe](#)
- **BuzzFeed News**: *Video Of Palestinians Dancing As They Protest On The Israel–Gaza Border*
- <https://www.buzzfeednews.com/article/rosebuchanan/people-are-sharing-this-video-of-palestinians-dancing-as> with video found here <https://video.search.yahoo.com/search/video?fr=mcafee&p=palestinian+dancing+dabke+as+protest&type=E211US1494G0#id=3&vid=4df9683011f65bf0c1aa7b9be820c5a1&action=click>
- Good News from the Middle East: *Dabke: Art Under Occupation*:
- <https://www.barakabits.com/2016/09/dabke-a-traditional-dance-loaded-with-history>
- Video: Arab dabke dance | *The Land, Story, History and dance steps* (9:25 min.)
- [Arab dabke dance | The Land, Story, History and dance steps](#)
- *Inside the world of dance activism from 1800s origins to Black Lives Matter movement*: [Inside the world of dance activism from 1800s origins to Black Lives Matter movement | Curiously](#)

- *American Experience: The Lakota Ghost Dance and the Massacre at Wounded Knee* [The Lakota Ghost Dance and the Massacre at Wounded Knee | American Experience | Official Site | PBS](#)
- *Dancing Toward Wounded Knee: The Hope and Tragedy of the Ghost Dance Religion*: [Dancing Toward Wounded Knee: The Hope and Tragedy of the Ghost Dance Religion](#)
- *History and Society: Ghost Dance - North American Indian cult*: [Ghost Dance | Definition, Significance, Wounded Knee, & Facts | Britannica](#)
- **Culture Trip:***Toyi-toyi: South Africa's Spirited Dance of Protest*” [Toyi-toyi: South Africa's Spirited Dance Of Protest](#)
- *The Conversation: The incredible journey of the toyi-toyi southern African’s protest dance*:
- [The incredible journey of the toyi-toyi, southern Africa’s protest dance](#)
- *Southern Africa: The Incredible Journey of the Toyi-Toyi, Southern Africa's Protest Dance: The Conversation*: [The Incredible Journey of the Toyi-Toyi, Southern Africa's Protest Dance - allAfrica.com](#)
- *The National Museum of American History: Who takes the cake? The history of the cakewalk*: [Who takes the cake? The history of the cakewalk](#)
- *Code Switch: The Extraordinary Story Of Why A 'Cakewalk' Wasn't Always Easy*:
- [The Extraordinary Story Of Why A 'Cakewalk' Wasn't Always Easy : Code Switch : NPR](#)
- *CakeWalk History: The Oppressed Walk for Cake - Purpose of Cakewalk*: [Cakewalk History: The Oppressed walk for Cake – Black Music Scholar](#)
- *The Conversation: Calm Down: how a Nigerian singer and a Cameroonian dancer conquered the globe*:
- [Calm Down: how a Nigerian singer and a Cameroonian dancer conquered the globe](#)
- *Video: Why is Iran's TikTok generation demanding 'Women, Life, Freedom'?* - BBC News (:30 min.)
- [Why is Iran's TikTok generation demanding 'Women, Life, Freedom'? - BBC News](#)
- *The Guardian: How the Electric Slide became the Black Lives Matter protest dance*:
- [How the Electric Slide became the Black Lives Matter protest dance | Dance | The Guardian](#)
- *New York Times; Dancing Bodies that Proclaim Black Lives Matter*: [Dancing Bodies That Proclaim: Black Lives Matter - The New York Times](#)
- **Yahoo! News: A History Of Black People Line Dancing At Our Functions, From The Electric Slide To Tamia**:
- https://news.yahoo.com/history-black-people-line-dancing-144100741.html?fr=sycsrp_catchall
- *Videos: The Insane Story behind the Electric Slide- The World’s Favorite Wedding Dance*: (7:48 min.)
- https://video.search.yahoo.com/yhs/search?hsimp=yhs-att_001&hspart=att&p=history+of+electric+slide+dance&type=E211US1494G0#id=2&vid=de4094a02c904a50afb868fc9b7d9161&action=click

Engage

Teacher Will:

1. Ask students to think about all of the different ways that people protest about issues that impact them and create a word web outlining these ways.

Students Will:

1. Help to create a word web thinking about ways to protest about current topics/issues. Students will look at

(NOTE): A word web is a form of mind map that helps students break down a word, understand what it means, and relate it to other words that they know. (See Teacher Resource link in Sources for Creating Word Webs.)

2. Show students the “Bomba” dance video and ask if students were familiar with this song, the dance, and its protest, and/or cultural roots. (Video: [Why Puerto Rican Bomba Music Is Resistance](#): [Why Puerto Rican Bomba Music Is Resistance](#))

As students watch the video, have them think about these questions and then afterwards have a classroom discussion to answer them:

- Where did this Bomba originate from?
- When was this Bomba created?
- Who created Bomba?
- What type of music or chant is used with Bomba dance? What culture does this Bomba represent?
- How, who or what has Bomba been used to protest?
- How was this Bomba dance advertised or spread to others? (For example, tv, shows, social media, etc.)
- What happened to people who engaged in this Bomba dance as a protest?
- Were any of the people who danced Bomba punished in any way?
- How many other people were inspired to dance Bomba as a form of protest?
- Did Bomba help bring more awareness to some issues in Puerto Rico? If so, which ones?

3. The teacher will write the vocabulary words on the board and review with the students the meaning of each word and have them connect the words to what was viewed in the video: Vocabulary: **bomba**, **resistance**, and **protest**.

how Bomba dance has been used in Puerto Rico to connect to African roots while protesting lack of government help after Hurricane Maria.

(Grouping: Whole class)(Preparation: Linking to past learning)

2. Watch the “Bomba” dance video and reflect on the questions asked by the teacher. Then share out what they know about the song, the dance, its protest and/or cultural roots and engage in a class discussion, sharing out their answers to the questions asked.

(Grouping: Whole class) (Preparation: Linking to past learning) (Integrating processes: Listening/Speaking/Reading)

3. Reflect on the vocabulary word meanings, think about and share their thoughts about how the words connect to what they saw in the video they watched.

(Grouping: Whole class) (Application: Meaningful/promotes engagement)

Explore

Teacher Will:

IQ 1# How can dance be used as a form of protest to bring awareness to a social issue?

Strategically group students to provide language and/or learning support as needed for ELLS/SPED and Gifted students.

1. Introduce Inquiry Question #1 to the class, and tell students they will research the use of dance as a form of protest to highlight other issues. Pass out copies of the Protest Dance Research Project Worksheet and have students work together in small groups of 4-5 students to conduct their research and complete their worksheets by choosing 1 of the topics listed on the Protest Dance Research Project Worksheet and then researching how dance was used to promote awareness of that issue.
2. When their research is done, the teacher will have each group then create a slideshow presentation of their research findings.

Students Will:

1. Collaborate with group members to choose 1 of the topics on the Protest Dance Research Project Worksheet and research how dance was used to promote awareness of the issue that was being highlighted by using the websites provided in resources for this lesson.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes engagement)

2. When done with their research and worksheet, the students will work together with their group members to create a slideshow presentation showing how dance was used to promote awareness of the issue they had focused their research on.

(Grouping: Small group) (Preparation: Linking to past learning) (Application: Hands-on/promotes engagement)

Explain: Formative Assessment

Teacher Will:

1. Have each group give their slideshow presentation to the class and make note of the students' presentations for use as a formative assessment of student learning.
2. Following each presentation, the teacher will have the students observing the presentation ask any questions they have about the information presented and when done, will engage the students in a class discussion summarizing their learning.

Students Will:

1. Work in small groups to present their presentations to their classmates and respond to fellow students' questions about the topic they have addressed.
2. Students will then summarize their learning about how dance can be used as a form of protest to bring awareness to a social issue.

Elaborate

Teacher Will:

IQ #2: *How can you create a dance that highlights a specific issue that needs awareness today?*

1. The teacher will introduce Inquiry Question #2 to the class: **“How can you create a dance that highlights a specific issue that needs awareness today?”** and will discuss with the class how doing this could be considered a true civic action project because it would give them an opportunity to get involved as a citizen in their community and help to make a change for the better by applying what they have learned about an issue that matters to them and sharing this with others in the community by creating and presenting a protest dance presentation.
2. The teacher will then tell the students that they will now have an opportunity to do this by creating a protest dance slideshow presentation that will highlight any of the following current issues: climate change, gun violence, domestic violence, war, bullying, eating disorders, mental health issues, healthcare, poverty, housing access, or another current issue or topic that they choose that they feel needs attention.
3. The teacher will then group the students into small groups (Grouping them strategically to provide language and learning support as needed) and will pass out copies of the [Create Your Protest Dance Worksheet](#) to each group and have them work together to decide on which topic they will choose and to then conduct research on the topic as well as the type of dance they will use and to create their own protest dance slideshow presentation that will highlight the issue or topic they have chosen. The teacher will then provide time for the groups to create their protest dance slideshow and prepare to give their presentation to the class.

Students Will:

1. Reflect on Inquiry Question #2 and engage in a class discussion of how this could be carried out as a civic action project.

(Preparation: Linking to past learning)

(Grouping: Whole class)

2. Reflect on how they could conduct a civic action project by creating a protest dance presentation and think about the different topics/issues presented by the teacher and which one/s would matter the most to them.

(Preparation: Linking to background) (Grouping: Whole class)

3. Get into their groups and using the [Create Your Own Protest Worksheet](#), work together to decide which topic they want to choose as their protest topic and then to do research on the topic and on the different types of possible dances to choose from. Then as a group, discuss and choose which type of dance they will use to create their protest dance slideshow presentation. The students will then work together to create their dance slideshow that highlights the issue they have chosen as a group and prepare to present it to the class.

(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking/Reading/Writing)

(Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives)

Evaluate - Summative Assessment

Teacher Will:

1. Present the Protest Dance Presentation Rubric (located above in the Lesson Plan) to the class and explain the criteria that will be used to grade their protest dance slideshow presentation, and then have each group present their protest dance slideshow to the class.

(NOTE: the teacher could also arrange for other students from the school to come and observe the dance protest presentations.)

After each presentation, the teacher will ask students to evaluate each other's dance presentations to see how effectively they highlight the issue that they researched. The teacher will use the Protest Dance Presentation Rubric to assess students' learning with a score of 30 or higher indicating mastery.

Students Will:

1. Reflect on the Protest Dance Presentation Rubric presented by the teacher and use it to support their presentation of their protest dance. The student groups will then present to the class their protest dance presentation, and after viewing the other groups' presentations, they will work to evaluate the group's presentations for the effectiveness of the dance slideshow and its connection to the topic addressed, and they will provide feedback to each group about how effective their protest dance presentation was in highlighting the chosen topic/ issue.

(Assessment: Group/Oral)

● **Extensions:**

Students may choose to research social media to see if their topic or issue has been addressed with protest dances already. If their issue or topic has not been addressed with protest dance, then they might consider posting their dance along with a history on a social media platform that they choose.