

Accessing Cash for High School Students

ELA Objectives:

1. Students will use primary and secondary sources to produce analytical and evaluative work on the impact of Johnny Cash in Arkansas.
2. Students will then use this information to discuss whether or not social status informs our future.
3. Students will then predict how they might be more productive future citizens of the community in which they reside.

Guiding Questions:

What is the significance of the impact of the railroads on economy?

What is the connection to our inner consciousness and our success as a humanity?

Arkansas Standards:

R Literary 9-10. 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7. Analysis a subject from two different mediums

R Informational 9-10. 6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose 7. Analyze various accounts of a subject told in different mediums

SL 9-10. 1c. propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

W 9-10. 1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

L 9-10. 2a-c Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Materials:

Copies of Lyrics, smartboard, YouTube videos, Encyclopedia of Arkansas online, 5x7 cards

Key Terms:

Primary Sources

Secondary Sources

Service Industry

Analytical

Impact

Johnny Cash

Productive

Day 1 Opening: Have students to write down what they think of when they hear the word train. Ask two or three of them to share. If no one thinks of travelling on the railroad, try another prompt word such as travel or railroad. Show 2 minute video <http://youtu.be/P-p5bTHT3e8>.

1. Read aloud to students the lyrics of “Ridin’ the Rails,” while they follow along silently.
2. Have each student write individually what the words mean to him or her.
3. Discuss aloud what the meaning might be.
4. In/Out: have each student write on a sticky note what Cash means in “This

boxcar’s cold and windy and the dust goes around in circles in the air.”

The student should not write his/her name on the sticky note.

5. Formative assessment: draw a circle on the board and have each student put his/her sticky note either in or out of the circle.

6. One student then goes to the board to read the answer and ask the entire class whether the answer should be in the circle “on target” or out of the circle “off target”

Day 2

Bell Ringer: What is “Ridin’ the Rails?” What socially economic status might one have if he is “Ridin’ the Rails?”

1. Discuss Service Industry and how it might or might not be important to Arkansas.
2. Have the students to read the passage from the following page of the Encyclopedia of Arkansas.
<http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=1185>
3. Write down individually 2 Or 3 things that you see as important in the discussion of the railroad from the reading.
4. Divide into groups of 4 or 5 students and ask them to discuss the following: how did interstates change the impact of the railroad?
5. Pro/Con group. Each group will write a thesis statement that answers the following prompt: Analysis the impact of the railway on the economy in

Arkansas. Use textual evidence to support your argument. (If a student disagrees with the group and cannot be convinced otherwise in 2-3 minutes, he must join another group of 4.)

6. Formative assessment rubric:

- a) Has a verb that shows mood or tone.
- b) Thesis is stated in one complex or compound sentence.
- c) Thesis analyzes the impact of the railway on the economy in Arkansas.
- d) Begins the sentence with According to the "Encyclopedia of Arkansas."
- e) Sentence uses textual evidence.

Day 3

In the Bell Ringer, ask the students to describe in 5-7 sentences the biggest flood that they have seen in person. Play the following video on "Five Feet High and Risin.'" <http://youtu.be/14zHgCrywjU>. Following the song ask them to imagine what it might look like with 5 feet of water in your yard. Write 3-5 sentence of what you might want to take with you if that happened to you. Show the following photos:

http://www.oldstatehouse.com/exhibits/virtual/hard_times/edwin_locke/flood.asp

1. Discuss each photo and the paltry belongings that they have salvaged from their homes in Arkansas in 1937.
2. Have the students to write their own lyrics to the song using the same instrumentals by Cash.

3. Song should reflect personal narrative or event like Cash's song does. Turn in draft before leaving class.

Day 4

Bell Ringer reflect in 5-7 sentences on how we as individuals can overcome struggles in our lives.

Opening: Give instructions for discussion and the questions below. After set up of students and prompts, put the students into collaborative learning units

1. Should we help those who are less fortunate than us? How about those that are unable to help themselves? Are these one and the same?(15 minutes)
2. Share out from a couple groups.
3. Listen to KATV news:
<http://www.katv.com/story/25765042/arkansas-broken-state-prison-system-part-2>
4. Read the following essay:
<http://media.law.uark.edu/arklawreview/files/2014/03/66-ArkLRev-1109-Boling.pdf>
5. After conclusion of discussion, suggest that prison reform was a big problem in the 1950-60's. Arkansas had long been known for the horrible state of its prisons. 1968 Johnny Cash helped Governor Rockefeller with his reelection campaign on the prison reform platform that was dear to Cash. It was in the next decade before Cummins' prison was declared unconstitutional. Johnny Cash was a big reason that this was finally brought to light. Prison concerns are still a problem today.
6. Exit ticket: On a 5x7 card, list 2-3 things that might still be a problem in Arkansas.

Day 5

PPT "Looking for Change and a Brighter Future."

Bell Ringer: Can an individual effect change in the greater society? If so, how? If not, why not? Give specific details in your response.

Opening: Give students a copy of the lyrics to "The Ballad of Ira Hayes."

1. What does it mean to be a citizen of the U.S. Discuss for two minutes with a neighbor.
2. Begin the ppt. there are built-in share out points in the ppt for individual assessment as well as sharing opportunities with a partner and whole group.
3. At the end of the PPT tell students that tomorrow we will have an in class essay so that they may prepare. (Some students may need the prompt early depending on modifications.)

Closing the unit: As a human being, we have certain responsibilities to mankind. One of those responsibilities is to help those who cannot help themselves. Sometimes we are glad to help and other times that responsibility is less urgent an inner calling.

Using primary and secondary sources presented in class, write an in class essay that is both analytical and evaluative on the impact of Johnny Cash in Arkansas and how you might be able to help to carry on his legacy in Arkansas. You have 45 minutes for this timed writing activity.

"Five Feet High and Risin"

by Johnny Cash

My mama always taught me that good things come from adversity if we put our
faith in the Lord.

We couldn't see much good in the flood waters when they
were causing us to have to leave home,
But when the water went down, we found that it had washed a load of rich
black bottom dirt across our land. The following year we had the best cotton
crop we'd ever had.

I remember hearing:

How high's the water, mama?
Two feet high and risin'
How high's the water, papa?
Two feet high and risin'

We can make it to the road in a homemade boat
That's the only thing we got left that'll float
It's already over all the wheat and the oats,
Two feet high and risin'

How high's the water, mama?
Three feet high and risin'
How high's the water, papa?
Three feet high and risin'

Well, the hives are gone,
I've lost my bees
The chickens are sleepin'
In the willow trees
Cow's in water up past her knees,
Three feet high and risin'

How high's the water, mama?
Four feet high and risin'
How high's the water, papa?
Four feet high and risin'

Hey, come look through the window pane,
The bus is comin', gonna take us to the train
Looks like we'll be blessed with a little more rain,
4 feet high and risin'

How high's the water, mama?
Five feet high and risin'
How high's the water, papa?
Five feet high and risin'

Well, the rails are washed out north of town
We gotta head for higher ground
We can't come back till the water comes down,
Five feet high and risin'

Well, it's five feet high and risin'

<http://www.azlyrics.com/lyrics/johnnycash/fivefeethighandrising.html>

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“Folsom Prison Blues”

By Johnny Cash

I hear the train a comin'
It's rollin' 'round the bend,
And I ain't seen the sunshine
Since, I don't know when
I'm stuck in Folsom Prison
And time keeps draggin' on
But that train keeps a-rollin'
On down to San Antone

When I was just a baby

My Mama told me, "Son
Always be a good boy
Don't ever play with guns,"
But I shot a man in Reno
Just to watch him die
When I hear that whistle blowin'
I hang my head and cry

I bet there's rich folks eatin'
In a fancy dining car
They're probably drinkin' coffee
And smokin' big cigars
Well I know I had it comin'
I know I can't be free
But those people keep a-movin'
And that's what tortures me

Well, if they freed me from this prison
If that railroad train was mine
I bet I'd move it on a little
Farther down the line
Far from Folsom Prison
That's where I want to stay
And I'd let that lonesome whistle
Blow my blues away

<http://www.azlyrics.com/lyrics/johnnycash/folsomprisonblues.html>

Lyrics submitted by toterkater

"Folsom Prison Blues" as written by Johnny R. Cash

Lyrics © Warner/Chappell Music, Inc.

Lyrics powered by LyricFind

Ridin' on the Cotton Belt

by Johnny Cash

(I resently went to a big homecomin' celebration
In Cleveland County Arkansas where I was born
Whole family went down and there was a great day for us
I felt like this day was special especially for my mother and my daddy
Though it was daddy's and mama's homecomin'
And I was so proud of 'em ridin' that carriage
Down the Main Street of Rison Arkansas
Sometimes the songs I write sound like talkin' about myself
But actually in some of these songs
Especially this one I'm writin' about my daddy)

Ridin' on the Cotton Belt Cleveland County's where I long to be
I got onto Brinkley and every mile I make is a memory
This boxcar's cold and windy and the dust goes around in circles in the air
But my hard times are behind me and I'm returnin' home so I don't care
And I'm ridin' on the Cotton Belt railroad line
In the pitchin' rolling rhythm and the noise
Railroad men are friends of mine and I'm ridin' on the Cotton Belt boys

Ridin' on the Cotton Belt across that little river called Saline
That's where I went fishin' and I hunted in her bottoms as a teen
Now just ahead's a farmhouse and in the kitchen window there's a light
And I've just got fourteen dollars but I'm taking it myself home tonight
And I'm ridin' on the Cotton Belt...

Jumpin' off the Cotton Belt ain't easy when she's going forty per
But I see my wife standin' there hoping that I'm coming home to her
I got a few new cuts and bruises but this old working hobo's made a home
So long to your Cotton Belt thank you for the ride keep rolling on

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http://www.themusic-world.com/artist/johnny_cash/lyrics/ridin_on_the_cotton_belt

The Ballad of Ira Hayes

by Johnny Cash

Ira Hayes, Ira Hayes

Call him drunken Ira Hayes

He won't answer anymore

Not the whiskey drinkin' Indian

Nor the Marine that went to war

Gather 'round me people there's a story I would tell

About a brave young Indian you should remember well

From the land of the Pima Indian, a proud and noble band

Who farmed the Phoenix Valley in Arizona land

Down the ditches for a thousand years

The water grew Ira's people's crops

Till the white man stole their water rights

And the sparklin' water stopped

Now Ira's folks were hungry

And their land grew crops of weeds

When war came, Ira volunteered

And forgot the white man's greed

Call him drunken Ira Hayes

He won't answer anymore

Not the whiskey drinkin' Indian

Nor the Marine that went to war

There they battled up Iwo Jima's hill

Two hundred and fifty men
But only twenty seven lived
To walk back down again
And when the fight was over
And 'Old Glory' raised
Among the men who held it high
Was the Indian, Ira Hayes
Call him drunken Ira Hayes
He won't answer anymore
Not the whiskey drinkin' Indian
Nor the Marine that went to war
Ira Hayes returned a hero
Celebrated through the land
He was winned and speeched and honored
Everybody shook his hand
But he was just a Pima Indian
No water, no home, no chance
At home nobody cared what Ira'd done
And when did the Indians dance
Call him drunken Ira Hayes
He won't answer anymore
Not the whiskey drinkin' Indian
Nor the Marine that went to war
Then Ira started drinkin' hard

Jail was often his home
They'd let him raise the flag and lower it
Like you'd throw a dog a bone!
He died drunk early one mornin'
Alone in the land he fought to save
Two inches of water in a lonely ditch
Was a grave for Ira Hayes
Call him drunken Ira Hayes
He won't answer anymore
Not the whiskey drinkin' Indian
Nor the Marine that went to war
Yeah, call him drunken Ira Hayes
But his land is just as dry
And his ghost is lyin' thirsty
In the ditch where Ira died

Songwriters

P. LA FARGE

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<http://www.metrolyrics.com/ballad-of-ira-hayes-lyrics-johnny-cash.html>