

Title of Session: Learning From Lyrics

Moderator: Johnathan Chase

Title of File: 20060919lyrics

Date: September 19, 2006

Room: After School Online

BJB2: Welcome to this first Learning From Lyrics discussion, everyone!

BJB2: our discussion leader is Johnathan Chase.

BJB2: we usually start all the Tapped In discussions with introductions

BJB2: can you please tell John where you are located and what interests you about the topic?

BJB2: I'm a communications teacher in Pennsylvania and think lyrics and music are a natural for our students

VirginiaR: I'm an 8th grade language arts teacher in Virginia. Most students relate well to music.

MichelleVT: hi everyone

BJB2: thanks, Virginia.

BJB2: Hi, Michelle. Intro?

DavidWe: I'm David Weksler. I'm one of the HelpDesk volunteers and I lead a discussion about math education and technology. I'm in New Jersey, near New York City

StephaniW: Hi, I'm Stephanie and I teach 6th grade in Fallbrook, CA.

JohnathanC: I use music and lyrics to help my students develop specific skills

JohnathanC: critical thinking, media literacy

JohnathanC: compare and contrast

BJB2 gives John a warm welcome. I'm looking forward to your discussion, John!

StephaniW: Have you found success with ELLs?

JohnathanC: ELL?

StephaniW: English Language Learners

JohnathanC: I teach 7/8 social studies in Central NY

JohnathanC: Sure this approach would work well with ELL

MichelleVT: I'm doing my student teaching in a Kindergarten class

JohnathanC: Anyone familiar with DBQ's

VirginiaR: yes

StephaniW: no

VirginiaR: data based queries

JohnathanC: Document Based questions, but Let's start with a basic constructed response question...

JohnathanC: <http://www.learningfromlyrics.org/Treaddbq.html>

VirginiaR: are we supposed to go to that site now?

JohnathanC: yes

StephaniW: Are we looking for anything specific?

JohnathanC: I used this activity last week with my 7th graders

JohnathanC: We were studying pre-revolution America but also took time to remember 9/11

JohnathanC: I scaffold questions to get my students to compare/contrast tow documents

JohnathanC: This is the format of our state exams

BJB2: interesting, John

NinaE: Thanks

JohnathanC: I will be using the 2nd Don't Tread on Me activity tomorrow

JohnathanC: Any other questions we might add to the "Freedom" activity?

JohnathanC: Hint.....How about extending #4?

StephaniW: Jonathan #4 on the first or second activity

JohnathanC: 1st

NinaE: you could have the students compare and contrast the struggles for freedom at each time/era

JohnathanC: circumstances are certainly different

StephaniW: I agree with Nina.

NinaE: ..using a Venn diagram (for younger grades)

StephaniW: You could also simply compare how life is different and similar in both eras.

JohnathanC: Does anyone think the lyrics might have taken on yet another meaning since 9/11?

StephaniW: Then go onto struggles of freedom.

NinaE: You could also extend it into a cause and effect of each fight for freedom

JohnathanC: Who/what was the threat to freedom in 2001?

StephaniW: Yes, they certainly could and you could even bring up current effects of terrorism.

StephaniW: Airport security

JohnathanC: and today?

JohnathanC: yes

JohnathanC: Domestic surveillance?

NinaE: yup

NinaE: racial profiling?

StephaniW: security at the border

JohnathanC: Interesting how songs can take on new meanings over time

NinaE: not exactly a positive thing...but it happens

JohnathanC: Another example...

JohnathanC: <http://www.learningfromlyrics.org/notgonna.html>

NinaE: this is some great stuff I can definitely use with my 5th graders!

JohnathanC: During the school year I ask my students to locate songs that are related to topics we study even if they don't specifically mention the subject

HeatherBu: Great idea!

StephaniW: that's cool

JohnathanC: That's how they demonstrate that they understand the key idea or concept

NinaE: The only thing close to this are the GLAD chants my teammates and I have made up.

JohnathanC: Bring me a song that reflects the values of MLK

StephaniW: are you able to tie in the lyrics with language arts

NinaE: I think my students would buy into this and understand more of it ...more of a connection

JohnathanC: Interesting story...

JohnathanC: I asked my students last year what else could the Twisted Sister song be about

StephaniW: What did they come up with?

JohnathanC: They struggled, I was hoping they would identify with their own desire for freedom and rebellion

NinaE: Maybe you already mentioned this earlier, but how do you introduce it to your students? Do you model the use of a song?

JohnathanC: a simple set of questions based on a song lyric

JohnathanC: We first read the lyrics together then listen to the song

StephaniW: do you bring in the songs at the end of the unit/chapter you are studying or throughout

JohnathanC: Any time.....to introduce a topic, generate discussion, review a key idea

JohnathanC: Another activity, create an illustration for a song...

JohnathanC: <http://www.learningfromlyrics.org/factory.html>

StephaniW: that would be great for visualization

NinaE: ahhh....

NinaE: Great for ELD students too

JohnathanC: <http://www.learningfromlyrics.org/industry.html>

BJB2: nice that you also include artwork

StephaniW: is there a specific website that you use?

StephaniW: Sorry, to get your ideas from for using the lyrics.

JohnathanC: My students and my own children are a great resource

JohnathanC: Peter Gabriels' "Shaking the Tree"...

JohnathanC: <http://www.learningfromlyrics.org/tree.html>

JohnathanC: <http://www.learningfromlyrics.org/shake.html>

JohnathanC: I love the next example...

JohnathanC: <http://www.learningfromlyrics.org/shake2.html>

HeatherBu: oh wow

StephaniW: very cool

JosephW: I have got to get my student's work on my page

NinaE: I'm getting so many great ideas.

JohnathanC: Another activity I use are Memorial Projects

JohnathanC: Students design and build a Memorial for an important person or event

StephaniW: what are the requirements

JohnathanC: They must include a dedication song that is played when they present their memorial to the class

NinaE: Do you provide them a rubric?

JohnathanC: They also must research the topic first, I can post the directions, rubric, rate sheet after this discussion

StephaniW: that would be great

JohnathanC: <http://www.learningfromlyrics.org/memorial53.html>

NinaE: Yes please

JohnathanC: <http://www.learningfromlyrics.org/memorial56.html>

StephaniW: wow

JohnathanC: Scroll down to the bottom of the page to note the dedication songs

JohnathanC: <http://www.learningfromlyrics.org/memorial63.html>

JosephW: Cool song

NinaE: Wow! The project turned out great!

VirginiaR: how much was teacher inspired/directed and how much came from students?

JohnathanC: The students did all the work on the projects in some cases with the assistance of parents

JohnathanC: A great way to encourage parental involvement

StephaniW: did you allow them any time to work on them in class, or was all the work done at home

VirginiaR: but who picked the topic/song/medium?

JohnathanC: First students must research the topic or person so that they can select an appropriate song that reflects that person's life, values etc

JohnathanC: In most cases they come up with the song

JohnathanC: but I will suggest songs if they are stuck

JohnathanC: Doesn't happen often

VirginiaR: do you limit the person they pick to heroes or historical figures?

JohnathanC: Must have made a positive impact on society

VirginiaR: thank you

JohnathanC: That includes the arts...

JohnathanC: <http://www.learningfromlyrics.org/memorial44.html>

JohnathanC: <http://www.learningfromlyrics.org/memorial34.html>

VirginiaR: curious if anyone picked Tupac

JohnathanC: Yes and used the song "Changes"

VirginiaR: hmm

JohnathanC: There are so many examples of student works in the gallery section of our site

NinaE: has a student ever picked an inappropriate song, if so do you redirect them?

StephaniW: I like how you leave it open, but limit it to a person(s) that have made a positive impact on society

JohnathanC: I will also post the url after this discussion

StephaniW: thank you

StephaniW: I am going to have to find a way to tie it into my language arts class

VirginiaR: Nina brings up a good point. What if the lyrics are profane or degrading

JohnathanC: No gratuitous profanity but if it is limited then we listen

VirginiaR: that would NEVER fly at my school

JohnathanC: Here's an ELA connection...

NinaE: oh....I see

JohnathanC: <http://www.learningfromlyrics.org/mockng.html>

JohnathanC: compare song and poetry...

JohnathanC: <http://www.learningfromlyrics.org/Jasper.html>

JosephW: I have them find “literary devices” in the lyrics (ELA Standards)

NinaE: great idea...and it ties into many standards in all grade levels

JohnathanC: Have your students create web pages that include related lyrics, literature and images...

JohnathanC: <http://www.learningfromlyrics.org/dbowl.html>

JosephW: Great. Their lyrics are due this Friday in my class

JohnathanC: They could present to the class a song and poem that are similar or opposites

JosephW: They work in twos and present opposites

VirginiaR: talk about tone by analyzing word choice

BJB2 . o O (Out of the Dust [Karen Hess] is good with a unit like that)

JohnathanC: I would like to share a video with everyone before we conclude

JohnathanC: Does everyone have a media player?

JosephW: Ready

StephaniW: yes

NinaE: yes

StephaniW: thank you for sharing the language art examples

VirginiaR: I'll try it

NinaE: Yes...thank you

StephaniW: I really liked the everlast and kill a mockingbird

JohnathanC: It's called the grand finale

NinaE: haha

NinaE: (drum roll)

StephaniW: ha ha ha

JosephW: the final countdown

NinaE: 3

NinaE: 2

NinaE: 1

JohnathanC: And it truly demonstrates the power of music to ENRICH a performance when it is skillfully blended into the presentation

JohnathanC: After all teaching is a lot like juggling anyway...

NinaE: you can say that again

HeatherBu chuckles

JohnathanC: <http://video.google.com/videoplay?docid=4776181634656145640>

BJB2: our time is almost up....

BJB2: next Learning From Lyrics is Oct 17

JohnathanC: Thanks

BJB2: thanks, John!

JohnathanC: You're welcome