

**Title of Session:** Learning From Lyrics

**Moderator:** Johnathan Chase

**Title of File:** 20070320lyrics

**Date:** March 20, 2007

Room: Learning From Lyrics Group

**BJB2:** welcome to this month's Learning From Lyrics. Johnathan is our discussion leader

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

**BJB2:** please let John know where you are located and what you teach or hope to teach

**EmilyAk:** I'm a graduate student from Virginia, seeking an endorsement in secondary English.

**AstridC:** I am a student at the University of Houston. I am student teaching. I hope to teach Middle school English and Reading

**FredK:** I am a literacy tutor in SE Oklahoma.

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

**BJB2:** I teach remedial communication in Pennsylvania

**ChristinCC:** Hello, okay...I'm student teaching 3rd grade in Houston

**JohnathanC:** I stumbled upon a song several weeks ago that I'd like to share

**BJB2** smiles. John always has such wonderful things to share!

**JohnathanC:** hah!

**JohnathanC:** <http://www.lyricsondemand.com/u/u2lyrics/windowintheskieslyrics.html>

**JohnathanC:** I'll provide lyrics this time

**AnidM:** I am at the University of Texas Pan-American, I plan to teach Secondary English

**JohnathanC:** Would have been perfect for the month of February and Valentines Day

**ChristinCC:** nice...

**FredK:** Broadcaster came on along with the U2

**JohnathanC:** But there's always more...

**JohnathanC:** A perfect way to open each learning from lyrics discussion...

**EmilyAk:** So what kinds of lessons would you incorporate this song into?

**EmilyAk:** Poetry?

**JohnathanC:** <http://www.youtube.com/watch?v=VskbxuehP3I>

**NoraO:** is it a good web site?

**AstridC:** I think it's a great idea to use song lyrics to teach poetry.

**BJB2:** Nora, you'll be able to hear the song

**ChristinCC:** In my social studies class from UH, we did a pop culture activity...and a lot of us made an activity relating to music

**ChristinCC:** We had students fill out a survey of their favorite artist/song/band, etc.

**BJB2:** interesting use of lip synch!

**ChristinCC:** Students were very engaged because they were excited to share what they enjoy listening to, etc. (this was for 3rd grade)

**EmilyAk:** Especially since you teach in an urban area, the students probably respond well to contemporary poetry/lyrics, don't they Johnathan?

**EmilyAk:** I've recently been doing a lot of research on motivating students and many professionals suggested using lyrics that students are familiar with to catch their attention and form a relationship between subject matter and real life.

**AstridC:** Many of the students in my 7th grade class think poetry is boring and stupid. I want to prove them otherwise.

**JohnathanC:** I love the history of music represented in the video

**EmilyAk:** You should use poetry, aka song lyrics, that they are familiar with and point out literary/poetic concepts.

**ValareeI:** !hola! just did a "poem" moment with 100 4th graders & asked them to determine the author's intent (purpose, message)....

**EmilyAk:** They'll definitely be more attentive and probably participate more.

**ValareeI:** surprisingly >> they came up right!

**BJB2** nods to John

**ChristinCC:** how interesting

**ValareeI:** I am usually afraid to "do poetry" b/c it is not as tangible as REAL lit (lol)

**JohnathanC:** Are others currently using music?

**ValareeI:** limitedly

**JohnathanC:** Last month I shared two DBQ assignments

**JohnathanC:** Document Based Questions

**ChristinCC:** In math, we sang a Fractions song

**ChristinCC:** the children enjoyed singing it because it had a cool beat to it

**ValareeI:** we listened to early CA music & cowboy songs

**AnidM:** Lyrics does help understand poetry, when i was in highschool my English teacher played a song in class and explained how poetry was being used , I still remember how she was able to get everyone engaged and enthusiastic

**BJB2:** here's an interesting article, John

<http://r.smartbrief.com/resp/gtoYdScTBnojkcCiaWyZsFdq>

**EmilyAk:** I'm currently long-term substituting for a CTE class, so I can't incorporate lyrics into the curriculum, currently. However, it is an effective means of classroom management to play a song every now and then as a reward.

**BJB2:** about using rap to teach history

**ChristinCC:** The song helped them remember that numerator goes on the top and denominator's down

**ValareeI:** we used music to find / identify similes, metaphors, personification....etc & the like!

**JohnathanC:** thanks, couldn't open it

**ValareeI:** Sadly, sometimes we put music aside b/c we are so driven by other STANDARDS!

**AnidM:** Valerie, we did that in class as well

**EmilyAk:** Johnathan, I have a question for you.

**AstridC:** That's an awesome idea to use Rap to teach history. I never thought of that. You can incorporate that into even an English/Reading class.

**JohnathanC:** yes

**ValareeI:** fun stuff, uh Anid?

**BJB2:** try this

[http://www.boston.com/news/nation/articles/2007/03/18/class\\_project\\_reading\\_rapping\\_history/](http://www.boston.com/news/nation/articles/2007/03/18/class_project_reading_rapping_history/)

**JohnathanC:** ok

**NoraO:** great ideas, I wish I had a teacher that had that teaching style

**EmilyAk:** Do you use song/lyrics during lessons, aside from poetry?

**AnidM:** yes, interesting

**ValareeI:** finding the right stuff that correlates takes planning!

**ValareeI:** sometimes it happens by accident...but....not usually

**JohnathanC:** excellent idea

**BJB2:** Valaree, that is something John is really good at!

**ValareeI:** which? accident? or....planning> JK!

**BJB2** smiles

**JohnathanC:** So here's a song started with...

**BJB2:** finding the right music

**JohnathanC:** [http://www.planetgarth.com/lyrics/standing\\_outside\\_the\\_fire.php](http://www.planetgarth.com/lyrics/standing_outside_the_fire.php)

**ValareeI:** music is the thing with which I am least competent ....

**ValareeI:** that's why I was attracted to your group!

**JohnathanC:** I wanted to also incorporate history and "character education" into a standards based writing assignment

**ValareeI:** I am SO into character ed!

**JohnathanC:** I've also heard the phrase social and emotional learning lately

**AstridC:** Yes, that's a good idea. I know in my school that I am in needs to really get into character education. The students need it.

**JohnathanC:** Did you check out the lyrics?

**EmilyAk:** What would you like us to look for in this song? Are you having us look at it for any intended purpose?

**JohnathanC:** What's the song about?

**JohnathanC:** theme, message

**BJB2:** living life or just being an observer

**EmilyAk:** It's talking about how you need to participate in life

**JohnathanC:** more more

**EmilyAk:** Don't just witness what goes on around you

**ValareeI:** ((sorry --I can't open it))

**BJB2:** [http://www.planetgarth.com/lyrics/standing\\_outside\\_the\\_fire.php](http://www.planetgarth.com/lyrics/standing_outside_the_fire.php)

**AnidM:** that is where the song is BJ?

**BJB2:** living life can be dangerous...you can get burned/fail

**JohnathanC:** life is not tried it is merely survived if your standing outside the fire

**BJB2:** yes, Anid

**EmilyAk:** How we stigmatize/label people who "act out" and call them dumb, and think that smart people are the ones who play it safe.

**JohnathanC:** Who can identify some historic risk takers?

**EmilyAk:** Madonna

**ValareeI:** ya mean Marie Antoinette?

**JohnathanC:** older

**ValareeI:** Henry VIII?

**ValareeI:** too old?

**ValareeI:** Sorry, I was a history major

**JohnathanC:** ok

**AnidM:** I think Henry was a risk taker

**ValareeI:** HUGELY

**EmilyAk:** Harriet Tubman

**EmilyAk:** Jesse James

**JohnathanC:** So I use the song as a catalyst for an essay writing activity on positive risk taking

**ValareeI:** oohhh--- good ones

**ValareeI:** positive risk taking? like Thomas Edison?

**AstridC:** That would beautifully fit into character education.

**JohnathanC:** Yes, Check out the question and the responses posted below it..

**FredK:** The founders of the good old US of A were risk takers

**EmilyAk:** True.

**EmilyAk:** Good point.

**JohnathanC:** click here... <http://www.learningfromlyrics.org/lewisandclark.htm>

**EmilyAk:** Johnathan, did seventh graders write these essays?

**JohnathanC:** of course!

**EmilyAk:** That's impressive. They're very well-written.

**ChristinCC:** wow

**AstridC:** They are awesome.

**AnidM:** where can you see the essays

**EmilyAk:** Right below the song lyrics.

**BJB2:** scroll down on the page John showed us, Anid

**JohnathanC:** there's a link to more as well on the bottom

**JohnathanC:** While I do grade them and provide individual feedback I post the m as is

**AnidM:** I am not seeing any page, Bj.

**ValareeI:** do they get a chance to edit? revise? improve?

**JohnathanC:** Students are less intimidated when they see examples of work that are not perfect

**BJB2:** <http://www.learningfromlyrics.org/lewisandclark.htm>

**ValareeI:** good point!

**JohnathanC:** these were written over an extended period of time with rewrites but they do reflect the different abilities of my students

**AstridC:** I see how that may help students focus more on the content of their writing. Sometimes they get so nervous about the little things that it stops them from writing what they really want to write.

**ValareeI:** may I ask for a quick rundown of your #s & demographics? (I may have missed that logging on late ---if so > apologies!)

**JohnathanC:** Mechanics and grammar does vary essay to essay but the weakest writers often make the greatest connections and analysis

**AstridC:** you should be able to just click on the link one time. That's what I did.

**JohnathanC:** Class of 40 students mixed ability

**ValareeI:** that always amazes me too JC

**ValareeI:** the connections

**JohnathanC:** I needed a way to divide the essays

**ValareeI:** I got more out of continuation HS boys than I EVER got out of "regular ed"

**JohnathanC:** so students found the images and inserted them in the bottom of their essays

**ValareeI:** grade level?????

**JohnathanC:** I told them to find pictures of positive risk takers

**ValareeI:** 7th right?

**JohnathanC:** 7th

**EmilyAk:** I was going to ask that. It's neat that you let them be a part of the web page.

**ChristinCC:** same here

**ValareeI:** the reason why this is so cool is that I am beginning to do this with 4th graders but my youngest daughter is a freshman at USC & it doesn't go away ----she is STILL doing this at the university level! ....

**ValareeI:** Good to get them comfortable & confident EARLY!

**AstridC:** That is neat. I suppose it makes them feel cool that you are publishing their work online.

**JohnathanC:** yes

**ChristinCC:** They can show it off to their friends and family as well.

**ValareeI:** did u need to get parent releases?

**EmilyAk:** Did they know that you were going to publish these online before they turned them in?

**ValareeI:** such a litigious (sp?) environment we are in

**JohnathanC:** yes

**EmilyAk:** That probably improved their writing, also, since they knew that others outside the class would be viewing their essays.

**JohnathanC:** My 8th graders are working on a "forgiveness" essay assignment right now...



**ValareeI:** tell more ...

**JohnathanC:** <http://www.learningfromlyrics.org/tulsa.htm>

**JohnathanC:** I will post their essays as well

**AstridC:** Ooooh. I'm sure the students had many things to say about that subject.

**EmilyAk:** I like the way you emphasized heart and love with red text.

**JohnathanC:** Someone mentioned the over emphasis on Standards earlier at the expense of creativity, you can do both with this approach

**ChristinCC:** The link above is impressive

**ValareeI:** JC, that was ME ---and by looking at your assignments, I just came to that SAME conclusion!

**ValareeI:** I hardly have time for "Health" (character ed) with everything else ....

**JohnathanC:** My 8th grade students finished Memorial projects last month did we look at them last time?

**ValareeI:** & you just gave me the BRAINSTORM to combine the two ----Duh!

**JohnathanC:** great

**ValareeI:** gotta go ---THANK U SO MUCH 4 letting me hang out with you cool dudes.....hope 2 c u more! xo ...bye

**BJB2:** John, this might be a future resource for you:  
<http://local.lancasteronline.com/4/201872>

**BJB2** waves bye to Valaree

**ValareeI** left the room (signed off).

**EmilyAk:** Johnathan, you teach English, right?

**JohnathanC:** thank you BJB

**JohnathanC:** social studies

**AstridC:** I always like ideas where you can incorporate many different subjects into one lesson.

**NoraO:** I think that students learn better

**EmilyAk:** Oh, okay. I was going to ask if you create interdisciplinary lessons with other teachers.

**JohnathanC:** seamless curriculum my principal always said

**EmilyAk:** Well, I think that you are doing students a huge favor by encouraging them to practice their literary skills outside of language arts.

**JohnathanC:** we all teach writing

**JohnathanC:** and thinking

**EmilyAk:** That's great. Do you work at a public school?

**JohnathanC:** Yes, here are my 8th graders 2007 Memorial Projects...

**JohnathanC:** <http://www.learningfromlyrics.org/gallery.htm>

**ChristinCC:** Thanks for the wonderful links and great discussion!

**EmilyAk:** Thank you for your time, Johnathan. It's time for me to hit the sack. Nice talking to you all.

**ChristinCC:** I have to go now. Bye!

**JohnathanC:** bye

**BJB2:** wonderful, John, as always!

**FredK:** You mean it is over already? Good discussion and ideas to share

**AstridC:** Interesting.

**JohnathanC:** The MySpace I created for the music education program has a new look and many more comments from musicians since we met last time...

**BJB2:** share the url again, please?

**JohnathanC:** Take a look... <http://www.myspace.com/learningfromlyrics>

**AnidM:** yes, please

**FredK:** thanks

**BJB2:** how exciting, John!

**BJB2:** I love "life needs a soundtrack"!

**JohnathanC:** takes a little coaxing sometimes to get a sincere comment

**BJB2** . o O ( sounds like a song title )

**JohnathanC:** yes!

**AstridC:** I'm still trying to get there. My computer is slow. But, I've gotten some great ideas.

**FredK:** My dialup is slow too

**BJB2:** John, were you at the Chaucer does Rap discussion?

**AstridC:** I guess we both need to get on the DSL wagon, but I'm not in any hurry to.

**BJB2:** I should send you the transcript for that....you'll love it

**JohnathanC:** please do

**AstridC:** Can we get transcripts from old chats?

**BJB2:** I think the script is at [www.tappedin.org/transcripts](http://www.tappedin.org/transcripts)

**AstridC:** If so, I'm sure I'll find where they are.

**BJB2:** that's where you can go, Astrid

**AstridC:** chats that we did not participate in?

**BJB2:** yes

**AnidM:** I can't open the links, will they be on the transcripts?

**AstridC:** Thanks.

**BJB2:** <http://ti2data.sri.com/transcripts/specialevents/2007/20070213chaucer.pdf>

**BJB2:** yes, the urls will be in your transcript

**JohnathanC:** thanks everyone

**AnidM:** thank you

**FredK:** Thank you Johnathan

**BJB2:** thanks, John. See you in April

**AstridC:** Thank you so much!

**FredK:** good

**BJB2 . o O ( April 17 )**

**JohnathanC:** bye