

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Language Arts, Reading	Cognitive Skill Level - Application/Analysis	Correlation to Framework - 04.03/04.06	Lesson Number - 30
<p>Activity Title - A Song By Any Other Name Would Be a Poem</p> <p>Goal/Objective</p> <p>To critique the mood of a piece of music and analyze the different poetic elements.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Begin the class by discussing the favorite songs of students. Discuss how the words of songs often rhyme, similar to poetry. Ask students to analyze whether or not the words of their favorite popular songs could be considered poetry.</p> <p>Activity</p> <p>Have each students select a song that he/she feels represents poetry and poetic elements. Their assignment is to write a persuasive essay supporting the poetic qualities of the sound, such as figurative language, rhyme, repetition, etc. To make the project more interesting, have each student bring in the following:</p> <ul style="list-style-type: none"> • A food that represents the song's mood of the song • A physical object that represents the song's tone • A visual image that represents the song's theme • A recording of the actual song <p>Debriefing/Evaluation Activity</p> <p>Debrief the activity by having students read their essays to the class, followed by having the class taste the food, view the physical object and visual image, and listen to the recording of the actual song. Have the students see whether they agree with the essay's author that the song is indeed a piece of poetry.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Paper and pencils • Chart paper/board and markers • Samples of popular songs and lyrics that have distinct poetic elements
			<p>Extension Activity</p> <p>Students may wish to research how different famous poems were made into songs or phrases from poetry were an integral part of a song's lyrics. Musicals are one example of words from a play being used to create a more poetic format.</p>
<p>Real-Life Connection</p> <p>Have students identify literary elements, such as tone, mood, rhyming schema, figurative language, through listening to different types of modern music. Students may wish to write their own song lyrics to show their understanding of the different elements of a poem.</p>			<p>ESE/ESOL Accommodations</p> <p>Give students a graphic organizer in which to write their ideas for their essay.</p> <p>Provide students with the lyrics to different modern songs that allow easy identification of the tone, mood, theme, and use of figurative language.</p> <p>Have students work in pairs on the same song.</p>

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - A Song By Any Other Name Would Be a Poem

Introduction

Ask: Do you have a favorite song? Have you ever tried speaking the words instead of singing them? Do the words of popular songs create a poem? Why or why not?

Main Activity

Say: For today's lesson, you will begin the planning of your persuasive essay on whether or not a particular popular song represents poetry and has poetic elements. Your task is as follows:

1. Choose a song that you feel represents poetry and poetic elements such as figurative language, rhyme, repetition, etc.
2. Write a persuasive essay supporting the poetic qualities of your song. Be sure to include the lyrics to the song in your project.
3. Bring in a taste of some food that represents the mood of the song. Be sure to bring enough for everyone to have a "taste of the mood".
4. Bring to class a physical object that represents the tone of the song.
5. Create or find a visual image that represents the theme of the song and bring it to class.
6. Finally, bring a recording of the song to class so that after you have presented your essay, the song's words, theme, tone, and mood, we can listen to the actual music that created your project.

Closure/Conclusion

Have each student read his/her essays to the class, followed by having the class taste the food, view the physical object and visual image, and listen to the recording of the actual song.

Ask: Are the words of this song poetry? Why or why not?

Have students discuss what they learned from the project about figurative language, mood, tone, and thematic content.

Follow-Up Lessons/Activities

Have students identify literary elements, such as tone, mood, rhyming schema, figurative language, through listening to different types of modern music. Have students write their own song lyrics to show their understanding of the different elements of a poem.