Jan. Grade 8 Literary Analysis through Music

Content Area: **Gifted and Talented**
Course(s):
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit will ask students to listen to music, read lyrics and watch music videos for the purpose of literary analysis.

Enduring Understandings

Literary analysis is a process by which we construct meaning about the information being communicated.

Essential Questions

How do you analyze in order to construct meaning (through words, images and sounds)?

What is theme?

What is figurative language and how do you recognize it?

What is the message portrayed in individual songs?

What is a social conscious and in what ways does music have a social conscious?

Instructional Strategies & Learning Activities

1. Refresher of figurative language. Give each student a flip book of fig. lang. Go through each one and give more examples from example sheet and as a class.
2. Fig. lang. in Song lyrics- watch youtube video that gives examples of various fig. lang. https://www.youtube.com/watch?v=-S-uxMeNnt4
3. Listen to Katy Perry's Firework video and annotate the lyrics for all the fig. lang. they can find. https://www.youtube.com/watch?v=6BtI43kqkOI

- Choose one song (with partner or alone) and annotate the lyrics. Finish for homework.

1. Share songs they chose and give a few examples of fig. lang. they discovered.

Theme in songs- discuss theme and universal truths. Look at examples. Watch Glee LEAN ON ME video https://www.youtube.com/watch?v=sf9_lkf7BtA and complete handout about the theme. Watch John Mayer

WAITING ON THE WORLD TO CHANGE video https://www.youtube.com/watch?v=oBIxScJ5rlY and complete hand out for theme. Choose a song of their choice and analyze the same way. Finish for homework

1. Share songs they chose from homework.

Theme of "greatness"- Use HALL OF FAME video http://www.vevo.com/watch/the-script/hall-of-fame/GB1101200733 . Analyze the lyrics, as well as the video itself for how greatness is portrayed and how everyday people can be heroes. Writing assignment: write journal entry as one of the people in the video.

1. Watch DEMONS https://www.youtube.com/watch?v=mWRsgZuwf_8&feature=kp by Imagine Dragons. What demons to we all run from- what issues or stories do we hide? Analyze lyrics and video for examples of demons. Explore one of the characters from the video and infer more about their life than what is revealed in the video. Use that person as a character in a short story, poem, diary entry, news article…
2. Watch Stereo Hearts https://www.youtube.com/watch?v=T3E9Wjbq44E by Gym Class Heroes ft. Adam Levine. Compare lyrics to A Red, Red Rose poem by Robert Burns. Answer questions comparing the two.
3. Listen to "I bet my life:" by Imagine Dragons. Pass out lyrics. Analyze lyrics with questioning sheet. Discuss as a class. Pair up or groups of three and work out the overall concept for the music video. They will watch the real video at the end. What do they think it should look like? They need to complete- as a group- the overall concept sheet, the plot mountain sheet and the characters/setting. Then watch real video at end. This may take a few periods.
4. FINAL PROJECT 1… Song for social conscious- students listen to song BRAVE https://www.youtube.com/watch?v=dyAfjUHlFSM . What is the message? Label lyrics for VOICE and SILENCE. VOICE is having a say or opinion. SILENCE is preventing a person or group from speaking out. Read Malala's address to UN. Label her speech for VOICE and SILENCE. Answer essay question comparing Malala to song BRAVE. Students then pick their own song with a social message. Identify words/phrases to develop the message. Use three sources to research the social message and write an argument for or against the message in song. Present in class.
5. FINAL PROJECT 2- Write your own song, pick a poem and create the music accompaniment, take an existing song and map out the music video… Choice for final creative project. Students must evaluate the theme and figurative language used, as well as the message. The creative expression part is left up to them.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT	Critical Thinking and Problem-solving
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology and Design Integration

8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

Music
Social studies/history topics discussed in music

Visual literacy

Technology (final project)

1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Product (choice), process (various methods for analyzing and interpreting lyrics)

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Provide list of universal themes for those who need prompts

Ear buds for listening to music

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of

academic standards and goals.
Schoolwide Benchmark assessments:
Aimsweb benchmarks 3X a year
Linkit Benchmarks 3X a year
Additional Benchmarks used in this unit:

Teacher observation and data to track growth over time and grade levels.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).
Formative Assessments used in this unit:

Weekly class work where students are asked to analyze one or more elements of a song or music video.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.
Summative assessments for this unit:

Two final projects described above scored with rubric.

Instructional Materials

Surface tablets

Paper and pencil

Video links provided through Google Classroom for students to view

Song lyrics provided either digitally or on paper

Excerpt of Malala speech to the UN

Figurative language booklets- assembled

Universal themes handout

Standards

RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.8.3	Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
W.SE.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.II.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.