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| **Lesson Plan** | Discovery yourself in music | Cycle 2, Level 2 |
| **Inquiry:** | **By the end of this lesson, the students will be able to:**Analyze the role of music in shaping one's identity. Students will analyze a song from the novel in connection to the theme, "coming-of-age," and they will reflect on the significance of music in their own lives. |
| **Group Size & Materials** | Individual work for journal prompt.Small group work (4-5 students) for activity. Class discussion at the end for debrief. Materials needed: Projector and screen for PowerPoint presentation, 25 copies of song analysis questions, 25 copies of lyrics to the song “Asleep”, 6 large copies of graphic organizer (double bubble map), and markers.  |
| **Subject Competency:** #2 Reading* Draws on discussions with peers to extend, reshape and clarify own responses
* Makes connections between reader, text and context to justify own interpretations
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| **Cross Curricular Competencies:**#3 Critical Judgement– Quality of expression of his/her point of view– Ability to refine his/her judgment#7 Achieves his/her potential– Ability to clearly express his/her perceptions and values– Autonomy in expressing his/her opinions and choices#8 Cooperates with others– Degree of respect for the rules of procedure– Degree of sensitivity to the needs and characteristics of others– Extent of contribution to discussion |
| **Time** | **Lesson (2 PERIODS)** |
| 5 minutes15 minutes5 mins15 mins25 mins10 mins5 mins 20 mins5 mins40 mins | **DAY 1****Attendance****Silent Writing to Journal Prompt**Display Journal Prompt on the PowerPoint. * Students must silently write for 10 minutes in their notebooks.
* Journal prompt is: After making Patrick a mixed tape, Charlie describes how he “just thought to [him]self that in the palm of [his] hand, there was this one tape that had all of these memories and feelings and great joy and sadness. Right there in the palm of [his] hand. And [he] thought about how many people have loved those songs. And how many people got through a lot of bad times because of those songs. And how many people enjoyed good times with those songs. And how much those songs really mean” (Chbosky 62). 🡪 Keeping this quote in mind, what do you think the role of music is in Charlie’s life?🡪 What does music mean to you? Do you have similar sentiments as Charlie? Why or why not?🡪 How do you think music helps people express their thoughts or beliefs? Can any other messages be sent through music?

**Students are encouraged to share their responses.** **Introduction to activity** * Explain to students that, in this lesson, we will be analyzing the role that music plays in shaping one’s identity. Students will discuss how Charlie identifies with the music he listens to, and they will analyze how the music he listens to shapes his coming-of-age process in the novel.
* Distribute lyrics to the song “Asleep” by the Smiths, which is Charlie’s favourite song (appendix A).
* Play the song for the class.
* Distribute handout with guiding questions for the song analysis (appendix B). Read the questions aloud. Check in with students who have questions regarding the handout.
* Before allowing the students to begin answering the questions in their pods, distribute the large graphic organizers (double bubble map), one for each group. Explain to students that, within their pod, they have to come to an agreement on their answers for the questions. Then, they need to write down their answers for each question in the corresponding bubble.

**Students answer the questions in their pods (of 4-5 students).** * Make sure to circulate around the class to ensure that all students are actively participating.

**Close*** Advise students that we will discuss as a class tomorrow
* Inform students that they will need to bring in their own “favourite song,” one in which they identify their own coming-of-age process or, perhaps, recognize a character trait.

**Assign pages 89-122 due at the end of this lesson.** **DAY 2****Attendance** **Class discussion*** Have groups share what they discussed yesterday.
* Encourage each pod to answer at least one question.
* Allow it to lead into discussion about what they may have agreed or disagreed on, how music can be analyzed in this way, and how they can find similar themes in songs they listen to.

**Students share their choices of songs that represent their own coming-of-age process****Students work independently / check-ins with students (speed conferences)*** For the remainder of the class, have students work independently and silently on answering the questions from yesterday’s class in response to their own favourite songs.
* Circulate around the classroom and ask students to respond to one of the questions orally to you. Do not spend more than 2 minutes with each student.
* Inform students that pages 89-122 need to be completed by the next class.
 |

**Appendix A**

**"Asleep"**

Sing me to sleep
Sing me to sleep
I'm tired and I
I want to go to bed

Sing me to sleep
Sing me to sleep
And then leave me alone
Don't try to wake me in the morning
'Cause I will be gone
Don't feel bad for me
I want you to know
Deep in the cell of my heart
I will feel so glad to go

Sing me to sleep
Sing me to sleep
I don't want to wake up
On my own anymore

Sing to me
Sing to me
I don't want to wake up
On my own anymore

Don't feel bad for me
I want you to know
Deep in the cell of my heart
I really want to go

There is another world
There is a better world
Well, there must be
Well, there must be
Well, there must be
Well, there must be
Well...

Bye bye
Bye bye
Bye...

**Retrieved from:** [**http://www.azlyrics.com/lyrics/smiths/asleep.html**](http://www.azlyrics.com/lyrics/smiths/asleep.html)

**Appendix B**

**Guiding Questions for Song Analysis**

1. Who is the speaker(s)?
2. Who are the characters in the song?
3. What is the subject or situation in the song?
4. What are the events in the song? When and where do the events take place?
5. What changes or development do the characters experience? Are they positive or negative?
6. What is the central idea the songwriter is trying to communicate?
7. What is the attitude or tone the songwriter is trying to communicate?
8. What is the main theme of the song?
9. What lines contribute to the development of the theme?
10. How does the central idea, tone, or theme apply to your world? To Charlie’s world?

Copied for classroom use. Retrieved from: http://mrdargentcbc.wikispaces.com/Song+Analysis+Questions