**Exploring Text through Song**

**Robin Letendre**

**POST**

**People**

**Who are my students and what are their learning goals?**

My students are HiSET prep students and their learning goals are to attain learning skills that will allow them to pass the HiSET test. I also have 3 students who are earning high school credit towards their diploma. The demographics of my group this semester consists of 19 registered students, with 7 woman and 12 men. The age range of my group is from 17 years of age to 59. Some students have been with me numerous semesters and others have recently joined the class. At my program, we run on open enrollment, so as the teacher, I am never quite sure who will come to class. On average, I have 10 students per class.

**What are their existing technology skills, areas of challenge, and level of access to technology devices?**

In regards to their technology skills, they are multi-level. Some have skills and some do not. Some can type, and some cannot. Some can effectively search the web, and some cannot. No matter what tech skill I plan to use in any given lesson, they are at different levels. Some of my students have technology at home, and some do not. Some have phones, and some do not. Technology will be provided by the school on an as needed basis depending upon the needs of the lesson.

**Objectives**

**What are the learning objectives for this unit/lesson?**

* To identify a song that tells a story.
* To identify the theme of the song.
* To identify the character’s feelings and thoughts in the song.
* Using Google, the students will find either a short story, poem, or quote that connects with this theme and the character’s feelings.
* To compare the song theme and feelings with the chosen written piece.
* To write a persuasive essay demonstrating knowledge of the theme from the song and the written piece and the connections to the character’s feelings and how it connects personally with the student’s life.
* The student will use direct support from the written piece to connect to lyrics in the song to support their findings of theme and character’s feelings.
* The student will use keyboarding skills to publish their essay. (Graphics will be optional).

**When possible, objectives should describe observable behavior. What will the learners be able to do at the end of the unit/lesson?**

In reading, students will:

**CCR Anchor 2:** Determine central ideas of themes and analyze their development; summarize the key supporting details and ideas. (RL.6.2)

* Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**CCR Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of the text. (RI8.3)

* Analyze how a text makes connections among and distinctions between individuals, ideas, or events (through comparisons, analogies, and categories)

**CCR Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ((RI 6.7)

* Integrate information presented in different media or formants (ex. In charts, graphs, photographs, video, or maps) as well as in words to develop a coherent understanding of a topic or issue.

In writing, students will:

**CCR Anchor 1**: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.5.1)

* Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. Introduce a topic or text clearly, state an opinion, and create an organization structure in which ideas are logically groups to support the writer’s purpose.
2. Provide logically ordered reasons that are supported by facts and details.
3. Link opinion an reasons using words, phrases, and clauses (ex. Consequently, specifically)
4. Provide a concluding statement or section related to the opinion presented.

**CCR Anchor 4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (W.5.4)

* Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

**CCR Anchor 6:** Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. (W.3.6)

* With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

In speaking and listening, students will:

**CCR Anchor 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, build on one another’s ideas and expressing their own clearly and persuasively. (SL.1.1)

* Participate in collaborative conversations with diverse partners in small and larger groups.

1. Follow agreed-upon rules for discussion (ex. Listening to others with care, speaking one at a time about the topics and texts under discussion).
2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
3. Ask questions to clear up any confusion about the topics and text under discussion.

**Strategy**

**Considering your students’ goals, their existing technology skills, and areas of challenge, what strategies will you apply to achieve the learning objectives of the unit/lesson?**

In considering my student’s goals of passing the HiSET test, I constantly think about the skills that are necessary in passing all the subtests in the HiSET exam. For language arts, my focus is on having my students develop endurance in their reading and develop vocabulary skills that are necessary for the exam. In thinking about language arts, I think about the key literary terms that they need to know, as well as linking these key literary terms to a synthesis and application of the knowledge taken from the passage. For this lesson, I wanted to focus on theme and making connections between song lyrics and either a short story, poem or quote.

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on the internet for a short story, poem, or quote.

Once that was established, we tabled that conversation and the use of the internet until we had concrete ideas about what it was that we were going to search.

In considering my students writing skills, I am constantly thinking of ways to get them to write persuasive essays of length. I like to challenge my students with difficult prompts so that when they come to take the essay, the given HiSET prompt will seem “easy” compared to what we have been doing in class.

**Technology**

**What technology tools best support your objectives and match your students’ skills?**

* My students will be using the internet to research their chosen song.
* My students will be using the internet to research a short story, poem, or quote.
* The students will be using various websites along with YouTube.
* The students will be using keyboarding skills to publish their writing. (Graphics to support their writing will be optional.)
* I will be using a laptop that is connected to the SMART board for projection fi students decide to share their chosen song.
* I will be using the SMART board.

**Outline to the Lesson**

1. Brainstorm as a large group songs/musical artists that wrote/perform song that tell a story.
2. Work in small groups to further generate a list of specific songs/music artists.
3. As an individual, listen to the song/watch video on You Tube.
4. Figure out the theme of the song.
5. Figure to the character’s feelings.
6. Figure out how the student connects to the theme.
7. Figure out how the student relates to the character.
8. Optional: decide if you want to share the song with the group.
9. Go onto the internet and find either a short story, poem, or quote that supports your finding of theme from your song.
10. Begin to work on your essay comparing the theme of the song and the theme of the short story, poem, or quote.
11. Begin to work on your essay comparing the character’s feelings in the song and the piece of written work.
12. Begin to work on your essay and write connections between the theme, the character’s feelings and how you connect with the pieces.
13. Students may choose to do keyboarding to compose or to compose on paper and then keyboard.

**Formative Assessment**

I will have students compare writing that they have in their notebooks with the finished piece from the Google Docs work. I will let them judge if keyboarding helped in their writing.

**Planning for Integrating Technology**

My students and I will be using multi-modal communication tools in the form of websites and YouTube. My students come to class to learn content so they can pass the HiSET test or earn diploma credit. This lesson will give them an opportunity to use music to analyze theme and character feelings and then use the internet to find either a short story, poem or quote to support their analysis. The students will then have an opportunity to write and publish their piece using keyboarding skills. For those students who are more accomplished with technology, they may put graphics in their piece if they choose to do so.

I plan on spending time incorporating You Tube into each lesson and asking students at the end of class to rate the video with simple thumbs up, thumbs down, thumbs in the middle for how they liked the video and how it applied to the lesson.

**After teaching the unit/lesson, what results did you observe?**

After teaching the lesson, I learned that their engagement and investment in this lesson was high since they were working with music that they chose. They were much more willing to review the lyrics and compare them with the song, poem or quote they found. They engaged in dialogue with their peers and they looked closely at the text (song lyrics) to support their thoughts. The students were willing to write more than what they typically wrote since they had a direct connection to the song and they had chosen the written piece. This lesson further stressed for me the need for choice in a lesson to build engagement.