**Modified LESSON PLAN TEMPLATE**

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**Subject(s):** Language Arts, English

**Topic or Unit of Study (Title):**  Lyrics of Meaning: Prediction and Analyzing

**Grade Level:** 9-12

***Materials:*** Copy of JFK’s Inaugural Address, lyrics to “Cult of Personality” by Living Colour, collections of 8-12 key words and phrases from each, Whiteboard and markers.

**Summary (*and Rationale*):**

Students will learn to draw inferences about meaning and tone by analyzing Rhetoric and Figurative Language. They will confirm or change predictions as new information arises. Students will review how media affects meaning within culture.

**I. Focus and Review (Establish Prior Knowledge): one minute**

You ever listen to a song on the radio and wonder what in the heck the singer is saying? Well, if you really want to know, you go to Google, you search Lyrics.com, and you read them—sometimes over and over again. But we are slightly ahead of the game this time, because we’ve already learned about figurative language and rhetorical devices. These tools of writing are universal; they are used in songs, poetry, novels, Presidential speeches, maybe even in a text message. Today we will look at some phrases from JFK’s Inaugural Address and from songs about the time period, and then see if we can predict some of the themes within them.

**II. Statement of Instructional Objective(s) *and Assessments*:**

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| **Objectives** | **Assessments** |
| *When presented with two text, JFK’s “1960 Inaugural Address” and Living Colour’s “Cult of Personality,” students will be able to identify two examples of figurative language and two examples of rhetorical language, and with only one minor error be able to predict the meaning of each.*  | Students will get into groups be given slips of paper containing different phrases of JFK’s speech, and the lyrics to each song. There will be two examples of figurative language, two examples of rhetorical language, and one false example. Students will use graphic organizer to identify each example, and then discuss how each example might be used, and what it may mean. |

State the objective: one minute

Assessment: 60 minutes (to be done during Teacher Input and Guided Practice)

**III. Teacher Input (Present tasks, information and guidance):**

 **Day 1, Activity 1: 60 minutes**

1. ) Give each group a collection of phrases from JFK’s Inaugural Address. Each group will receive a different set.
2. ) In groups, before reading JFK’s speech, students review the words and phrases. Students will use their graphic organizer from the previous day to identify what each example is. They will then note observations about the selection of words and make predictions about the speech. In particular, students predict what tone they expect the speech to convey and the subject and meaning of the figurative and rhetorical language. Students must post at least three predictions on the board.
3. ) Teacher leads a discussion, probing students’ thinking and asking students to identify figurative language, rhetorical devices, and persuasive writing. The conversation will cover possible themes, tone, and meaning within the speech. The teacher will also be circling ideas that match and connect.
4. ) All students then listen to the speech aloud on YouTube.com
5. ) Groups analyze and discuss the meaning and tone of the speech, adjusting or endorsing their earlier expectations into analytical statements about how word choice contributes to meaning and tone. The teacher circulates to advise and scaffold. Students revise earlier written predictions as needed.
6. ) Teacher again leads a discussion, asking students to explain their thinking and noting interesting differences among groups’ analytical statements, and what impact figurative language and rhetorical devices have.

**Day 2, Activity 2: 60 minutes**

1.) In small groups, students are given a small collection of words and phrases clipped from “Cult of Personality.”

2. ) In groups, before hearing the song, the students will review the words and phrases, and take notes on their observations about the selections of phrases. Then they will predict the meaning and tone they expect those words and phrases to have. Students must post at least three predictions on the board. They may also talk about the cultural context the songs have.

3.) Teacher leads a discussion, probing students’ thinking and asking students about themes, meaning, and tone. There will also be discussion on the critique of mass media and its connection to presidential speeches. Agasin, the teacher will circle ideas that connect.

4.) Teacher passes out copies of the lyrics, and the students then listen to the songs.

5.) Groups will then analyze and discuss the meaning and tone of the song, modifying or confirming their expectations into reasoned statements. They should note how word choice contributes to meaning as well as cultural context.

6.) Students then discuss if the prediction they made were correct. Then the teacher guides the class to a final conclusion about how the writers word choices impact meaning and tone.

7.) The class comes to a consensus about the meaning of the songs.

**IV. Guided Practice (Elicit performance):** 60 minutes

 Teacher will give guided feedback as students wrestle with meaning. Teacher will circle common predictions and lead discussion about why these conjectures were made.

 On day one, students should be lead to the point of finding the common themes of patriotism, leadership, civility, tensions of peace and war, Engagement, public service, and strength in leadership. There should be some talk of the Cold War. The conclusion should focus this idea: Our actions as humans, as Americans, and as global citizens will determine our future.

 One day two, students may notice that the song is critical of JFK, his presidency, or of the use of mass media. Themes and points that will arise include: propaganda, charismatic authority, hero worship, totalitarian regimes and dictatorships, and celebrity.

***V.* Closure (Plan for maintenance):** 10 minutes

***VI.* Independent Practice: 15 minutes**

Writing assignment: Students are to find a poem and song on their own and highlight particular words, phrases, figurative language, rhetorical devices and then write three analytical statements on both. They may also explore songs that speak to the political situations of today.

**STANDARDS:**

* CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
* CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
* CCSS.ELA-Literacy.L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte’sArtful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
* CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
* CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
* [CCSS.ELA-LITERACY.RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
* [CCSS.ELA-LITERACY.RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
* [CCSS.ELA-LITERACY.W.11-12.1.A](http://www.corestandards.org/ELA-Literacy/W/11-12/1/a/)

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

* [CCSS.ELA-LITERACY.SL.11-12.1](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

* [CCSS.ELA-LITERACY.SL.11-12.3](http://www.corestandards.org/ELA-Literacy/SL/11-12/3/)

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

* HS.SI.Technology.1.2 Evaluate resources for point of view, bias, values, or intent

of information

**Plans for Individual Differences:** Students who have difficulty with working in groups may have flexible roles. Students that need help may ask the teacher for guided feedback.

**References (APA style):**

HotChalk. (2014, March 9). Analyzing Word Choice, Meaning and Tone in Poetry. Retrieved from HotChalk Lesson Plans: http://lessonplanspage.com/analyzing-word-choice-meaning-and-tone-in-poetry-the-center-of-the-fire-2/

MusicMatch. (2014, March 9). LIVING COLOUR LYRICS. Retrieved from AZLyrics.com: http://www.azlyrics.com/lyrics/livingcolour/cultofpersonality.html

**"Cult Of Personality"**

Look in my eyes, what do you see?
Cult of personality
I know your anger, I know your dreams
I've been everything you want to be
I'm the cult of personality
Like Mussolini and Kennedy
I'm the cult of personality
Cult of personality
Cult of personality
Neon lights, Nobel Prize
When a mirror speaks, the reflection lies
You won't have to follow me
Only you can set me free
I sell the things you need to be
I'm the smiling face on your TV
I'm the cult of personality
I exploit you, still you love me
I told you one and one make three
I'm the cult of personality
Like Joseph Stalin and Gandhi
I'm the cult of personality
Cult of personality
Cult of personality
Neon lights, a Nobel Prize HS.SI.1.2 Evaluate resources for point of view, bias, values, or intent

of information
A leader speaks, that leader dies
You won't have to follow me
Only you can set you free
You gave me fortune
You gave me fame
You gave me power in your God's name
I'm every person you need to be
I'm the cult of personality

**Rhetorical Terms and Techniques of Persuasion**

**Teacher’s Copy**

Alliteration: repetition of the same sound beginning several words in a sequence

“Let us go forth to lead the land we love…”

“Pay any price, bear any burden…”

“its writ may run”

Anaphora: repetition of a word or phrase at the beginning of successive phrases,

clauses or lines.

“Let both sides…”

“To those old allies… To those new states... To those people…”

Anastrophe: transposition of normal word order

“Ask not”

“Dare not”

Antithesis: contrast of ideas or words in a parallel structure

“Ask not what you country can do for you, ask what you can do for your country.”

“Let us never negotiate out of fear, but let us never fear to negotiate.”

“We observe today not a victory of party but a celebration of freedom...”

“not because… not because… but because…”

“Not as a call to bear arms… not as a call to battle.., but a call to bear the

burden…””

Assonance: repetition of vowel sounds in non-rhyming words

“…the steady spread of the deadly atom.”

Consonance: repetition of consonant sounds within words or ending words

“whether it wishes us well or ill, that we shall…”

Metaphor: implied comparison through a figurative, not literal, use of words

―And if a beachhead of cooperation may push back the jungle of suspicion…‖

“the bonds of mass misery”

“the chains of poverty”

Parallelism: the arrangement of words, phrases, clauses, or larger structures placed

side by side, making them similar in form

 “United there is little we cannot do in a host of cooperative ventures. Divided

there is little we can do…”

Paradox: a statement that seems self-contradictory, yet turns out to have a rational

meaning

“Only when our arms are sufficient beyond doubt can we be certain beyond doubt

that they will never be employed.”

Repetition: a word or phrase used two or more times in close proximity

 “For man holds in his mortal hands the power to abolish all forms of human

poverty and all forms of human life.”