

TEACHING WINSTON CHURCHILL

Lesson Plan Description for Grades 11 & 12
Sociology, Humanities I, Humanities II

“Sharing Lyrics Challenge”

WORDS and SOUND: COMMUNICATION

Words are symbols of the expression of man to his environment. The words of songs indicate a communication of man's understanding of his environment. To add more significance to this understanding, the tone and mood of the songs are in relation to those words. Listed below are the titles to a number of popular songs. As you listen to the mood and tone of each song, notice how they relate to the lyrics. Music takes on the function of communicating feeling. Your challenge is to write down your interpretation of the songs, the lyrics, and the mood.

Ask yourself if you can understand Winston Churchill's era a little better through music and lyrics. One probably can.

APPROVAL, PREPARATION, and HOW TO PRESENT in the CLASSROOM:

1. Students meet in the **Computer Lab** instead of the regular classroom.
2. Students divide into pre-determined small groups of 2 or 3 students per group/per lab station(computer).
3. Each group will select and print the lyrics their group will present and meet with the teacher for final approval of lyrics. (Remember the lyrics must reflect the World War II context in some manner particular. Use lyrics.com, for example!)
4. After teacher approval the small group will analyze the lyrics by identifying the issues, problems, circumstances and/or events presented in each popular song.
5. The small group will isolate the major purpose(s) stated implicitly or explicitly in the music selection.
6. All conflicting points of view and attitudes expressed in the song(s) will be identified.
7. Each student will play a role in small-group in-class presentation. As preparation continues individual students will refine and develop their roles.

HOW TO PRESENT:

8. The small group will distribute Evaluation forms to the students in the class.
9. The small group will distribute copies of the lyrics to every student in the class.
10. The small group will choose a random student to read the lyrics- to the class. READ!!!!!!!!!!
11. The small group will play the CD of their selection immediately after the lyrics are read. Listen!!!!!!!!!!
12. Present theme, interpretation, analysis, etc. Cite the lyrics as often as possible.
13. A short presentation of the theme, etc., presented to the class should be met with tolerance and presented in a manner that is reasonable.
14. Questions? Comments?
15. WHO IS NEXT?

By comparing eras music can exemplify just how important these "word expressions" are. Use the Vietnam Era for example and for purposes of contrast to the Churchill/World War II unit. This era generates an incredible DISCOGRAPHY of pros and cons. (Music comparison and contrast is recommended for closure.)

GOALS: This lesson plan reflects ILLINOIS State Goals 25 and 27.

#25- KNOW THE LANGUAGE OF THE ARTS

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.B.5 Understand how different art forms combine to create an interdisciplinary work.

#27- UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.

27.A.2a Identify and describe the relationship between the arts and various environments.

27.A.2b Describe how the arts function in commercial applications.

27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places, and times.

Materials Needed for this lesson plan are minimal. You need:

1. Access to a Computer Lab(2 periods at the most).
2. One "good" CD player.
3. One CD with World War II vintage lyrics. The CD may be purchase anywhere but Amazon.com or BestBuy are two great possibilities!

This lesson plan is "listening only". However, if the teacher has access to an LCD projector that can project websites like youtube.com all of the popular music classics are available. Technology details have to be worked out. It is strongly advised this lesson plan remain a "listening only" exercise and not become a "viewing and listening" exercise.