5-E Lesson Plan: Connections Through Music

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| Instructor: Niki García-Holmes | Language Level :*French 3* |
| Supervising Professor: Rose Potter, UTeach Liberal Arts | Proficiency Level :*Intermediate Low* |
| Lesson Title/ThemeCulture: Exploring Music in your LOTE | Lesson Length in Minutes: 90 minutes |
| THE TEACHING PROCESS |  |
| **Lesson Overview** Lesson will begin with ENGAGE-ment: whole-class viewing of a few minutes of music/dance scene from the 1964 film Bande à Part. **NOTE: You would find another highly engaging music video clip to show.**Then, small groups of students will take a mini-tour around the francophone world (a tour around the classroom) to explore 5 learning centers (stations) of francophone music using either their cell phones, personal laptops, or the laptops kept in the classroom. Students will scan a QR code posted at each station (students were instructed to download QR code reader in previous class) OR students may enter a URL (printed on task sheet) into a web browser to discover music. Students will focus on one musician/group from each of the following French-speaking regions: Louisiana (Zachary Richard – “J’aime La Vie”), Canada (La Bronze – “L’anarchie des jours heureux”), Haiti (Tabou Combo – New York City), France: Époque One (Joséphine Baker – “J’ai deux amours”), and France Époque Two (Minuit – “Flash!”). In addition to connecting to music, students will connect to Social Studies (World Geography) as they use their task sheet, coupled with technology, to discover where in the world each region is located, and how musicians and their cultures are influenced by politics, geography, and climate. (Examples: Louisiana-French migration/diaspora after the 18th c. expulsion of the Acadians by the British; post-hurricane Katrina hardships; Haitian geo-political situation post- Papa Doc/Baby Doc regimes, and in the wake of recent earthquakes and flooding).NOTE: Stations can be adapted to suit any theme. Examples: Students could watch authentic cooking videos with regional cuisine, weather reports from various regions of the LOTE community, etc. If your school restricts videos, and if students do not want to use cell phone data, you can download videos to class computers with a site such as youtubeinmp4.com, or use a work-around such as changing the language of your search engine to access videos. Each individual student will be given a packet at the beginning of class. The packet will have one task sheet for each station, and these are all color-coded. For example, the Louisiana task sheet is pink, and the placard for the Louisiana station is in matching pink, and so forth. Students may—and should— discuss the tasks/artists in their groups but each individual must complete his/her own packet. Students will have only 15 minutes to explore each station, and will complete as much of the task sheet as they can during that time. The first 4 questions on each task sheet are the same, and students must finish at least these in order to meet minimum assessment expectations. All videos are under 5 minutes unless otherwise noted. For videos that are longer than 5 minutes, task sheet contains notes telling students how much of video to watch. There are 2 levels of tasks in addition to the 4 that are the same on each sheet: a few miscellaneous extra questions selected by instructor, PLUS an “OPTIONS” section. OPTIONS are for early finishers, G/T students, and/or those who really like a particular artist/genre to have additional viewing/thinking activities at the end of each task sheet. At the end of the lesson, students will vote on which musician/station they liked best. As an exit ticket, students must tell instructor why they voted the way they did. Materials needed: **TEACHER NEEDS**: laptop/projector, 1 copy of task sheet packet per student (with each sheet of the packet being a different color, colors matched to placards), 5 different colored placards (or one for each station you set up) containing necessary QR codes for videos, any station-appropriate décor as desired (example: instructor may bring Mardi Gras beads to decorate Louisiana station, French flags for France station, etc). **STUDENTS NEED**: cell phones with QR readers downloaded and headphones, AND/OR laptops/iPads for viewing videos. Students can share ear buds with friends, or listen together on laptops in small groups. NOTE: Inexpensive headphone splitters are great for sharing computers.**ACCOMMODATIONS:** Dyslexic students may be assigned a task sheet with a rounded font, such as Chalkboard or Comic Sans. Color-coded packets/stations will assist many students with disabilities, including dyslexic students. Identified students may be assigned a partner who assists with explanation of concepts. Identified students may be allowed more than 15 minutes per station. G/T students have optional activities available to them at the bottom of each task sheet. G/T students could be allowed to compose song lyrics (such as create a short rap, etc) describing how music made them feel, or emulating the style of a musician. They could simply write this composition down, or they could perform it. Students with IDDs could create a drawing that represents how the music makes them feel, and describe it verbally in the LOTE. **IDENTIFIED TEKS**LOTE TEKS: §114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).(c) Knowledge and skills. (1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to: (A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs; (2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to: (A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and (B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied. (3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to: (A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and (B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas. (4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to: (B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied**SOCIAL STUDIES TEKS:** **§113.43. World Geography Studies (One Credit), Beginning with School Year 2011-2012. (c)  Knowledge and skills. (1)  History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to: (A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today (2)  History. The student understands how people, places, and environments have changed over time and the effects of these changes. (A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; (5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to: (A) analyze how the character of a place is related to its political, economic, social, and cultural elements (8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to: (B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes (16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to: (B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies; (17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to: (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive (D) evaluate the experiences and contributions of diverse groups to multicultural societies. (18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to: (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion; (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (B) locate places of contemporary geopolitical significance on a map** |
| **3 Part Lesson Objective/s** * *Behavior: Each individual student will fill out task sheets to give information about 5 francophone musicians* ***(adapt this to your LOTE)***
* *Condition: After exploring (in small, self-selected groups) music of 5 francophone artists at 5 learning stations (1 per station)* ***(adapt stations and their themes to your LOTE)***
* *Criteria: Students will answer, at minimum, the first 4 questions on each page of the task sheet packet* ***(Adapt packet questions to your LOTE)***
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| **The Student Can…**  |
| Culturally Appropriately Resources: Music videos and interview videos are authentic resources. **(Use any authentic videos from your LOTE)** |
| Express with accuracy: Students will write on their task sheets in the LOTE and will vote for their favorite musician/video + tell why they chose that favorite, verbally, in the LOTE. This written and oral expression will be accurate and correct for the level.  |
| Demonstrate the appropriate proficiency level: Students will use present tense and will use the LOTE to give both facts and personal opinions on music.  |
| Communication: This lesson contains opportunities for written and verbal communication |
| * Interpretive: Interpret authentic French music videos and interviews (listening)
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| * Interpersonal: Students may discuss opinions on music within their small groups at the various listening stations.
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| INSTRUCTIONAL SEQUENCE |
| Phase One – **ENGAGE** the Learner These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. The teacher provides an orientation to the lesson and assesses students¹ prior understanding of the concepts addressed in the lesson. The Engagement should transition students to the lesson of the day. At the beginning of class, instructor will show a brief segment of music/dance scene from the 1964 film Bande à Part. After some questioning (“Who do you think these people are?” “What era do you think this is from?” “What musical style might this be?” etc.), instructor will tell students that today they will have the opportunity to learn more about French music from different regions and eras. **(Here is where you find a short engaging video clip from your LOTE)** |
| Estimated Time: 2 minutes  |
| What’s the teacher doing?Showing brief video clip; asking students what they think, etc. | What are the student’s doing? Watching video, telling whether they know who the people are/what are they doing/what they think of the music, dancing, clothes, era, etc.  |
| Phase Two – **EXPLORE** the ConceptNext, students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point, because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept. Students must spend significant time during this stage of the model talking about their experiences, both to articulate their own understanding and to understand another's viewpoint.Complete details in Lesson Overview. There will be 5 learning stations. |
| Estimated Time: maximum 15 mins per station X 5 stations  |
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| What’s the teacher doing? Directing students to learning stations in small groups; timing the activity at 15 minutes per station; walking around to answer any questions.  | What are the student’s doing? Visiting stations in small, self-selected groups; using phones to scan QR codes w/phones, or using class laptops/iPads to enter URLs printed on task sheets in packet. Listening to music videos and/or interviews. |
| Phase Three – **EXPLAIN** the ConceptOnly after students have explored the concept do the curriculum and/or teacher provide the explanation and terms for what they are studying. The teacher may confirm or clarify the concepts via comments, demonstration, reading, or multimedia (video, computer-based). Students then use the terms to describe what they have experienced, and they begin to examine mentally how this explanation fits with what they already know.Here you will describe how you evoke an explanation from your students of what they discovered or uncovered. Where might they stumble? Are you prepared with multiple ways to clarify new concepts? What do you expect your students to “explain”? **Avoid “Telling” or “Lecture”.** |
| STATE the Objective in Terms the Students Will Understand *(If you have not previously done so.)* |
| By the end of class today, you will be familiar with 5 francophone musicians/groups from Lousiana, Canada, Haiti, and France (past era France + contemporary France). You will be able to name the musicians, tell the genres of the music you heard, and tell which artist is your favorite & why. |
| Estimated Time: 7-10 minutes per station X 5 stations Actual time: |
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| What’s the teacher doing?Timing each station rotation (15 minutes total at each station). Walking around the room to assist/answer questions. | What are the students doing/saying? Discussing musicians and packet questions in their small groups. Completing task sheet for the station they are at.  |
| Phase Four – **ELABORATE** on the ConceptThe next stage of the model serves to help students elaborate on their understanding of the concept. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. By discussing their ideas with others, students can construct a deeper understanding of the concepts. Activity 1: The fourth writing task on every sheet requires students to analyze what other piece of art each station’s song reminds them of, and then elaborate on why that is so. Student must then share this discovery with a classmate. **(Create questions on your own task sheets that require higher order thinking + sharing [interpersonal communication]!)**Activity 2: All tasks below the first 4 on each sheet go beyond the minimum needed to meet expectations. This next tier of tasks on each sheet allows for further exploration of musician/video/region.Activity 3: The final tier of tasks on each sheet (“OPTION” sections) permit students to explore musicians or genres even further; either through viewing videos of similar artists, exploring interviews, Instagram page of artist, etc. **(adapt these “extras” to your LOTE and to your students’ interests!)** |
| Estimated Time: 2 or 3 minutes per station, as time permits, for each individual  |
| What’s the teacher doing? Walking around to answer questions and give assistance. Continually timing activities/directing station rotations.  | What are the students doing? Listening to/Viewing videos and/or interviews; completing task sheet. |
| Phase Five – **EVALUATE** students' Understanding of the Concept This penultimate stage of the model has a dual purpose. It is designed for the students to continue to elaborate on their understanding and to evaluate what they know now and what they have yet to figure out. Although the key word of the stage is “evaluate”, the word does not indicate finality in the learning process. Indeed, students will continue to construct their understanding of these broad concepts throughout their lives. **Evaluation of student understanding should take place throughout all phases of the instructional model.** The evaluate stage, however, is when the teacher determines the extent to which students have developed a meaningful understanding of the concept. |
| Estimated Time: 3 minutes at end of lesson; + time outside of class time for grading papers  |
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| What’s the teacher doing? Asking questions/checking for understanding as s/he walks around the room; grading task sheets (outside of class time) to formally assess studentsAsking students to vote on their favorite musician/station (tally taken on board) | What are the students doing? Answering questions about music/genre when questioned by teacher; turning in task sheets for formal assessment.Individually voting on their favorite musicians/stations  |
| Phase +1 – **EXIT STRATEGY** to close the lessonSee the previous description. The exit strategy serves as a formative assessment that demonstrates what students have learned. **It allows students to summarize main ideas, evaluate the learning process, answer questions posed at the start of class and link past, present and/or future learning.** The closure demonstrated a need for additional practice, re-teaching or mastery of the learning presented in class.Describe how will you close the lesson in a way that summarizes learning:Verbal “exit ticket”: As students head out the door, they must verbally tell instructor why they voted the way they did—why they chose a particular artist as their favorite. **(Adapt exit ticket to your LOTE)**  |
| Estimated Time: 5 minutes Actual time: |
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| What’s the teacher doing? Asking exit ticket question; helping with any LOTE vocab & writing useful model/phrases on the board (For example, in the LOTE, “I like \_\_\_\_\_\_\_ because I enjoy \_\_\_\_\_\_\_\_\_.”) | What are the students doing? Telling why they voted the way they did, using the LOTE as much as possible |

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