

9/11 MEMORIAL

UNIT: Memorialization

GRADE LEVEL/S: 6-8

TIME NEEDED: 1 Session

TEACHER: Andrea Kovack

LESSON TITLE:

ANALYZING MEMORIAL SONGS

Common Core Standards

RH 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH 6 Assess how point of view or purpose shapes the content and style of a text.

RH 7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Key Questions/ Issues Addressed

- What feelings do memorial songs/videos elicit?
- What are their intended responses?
- How do the songs influence the historical memory of the event?

Lesson Goals/ Objectives

- Students will observe and analyze how music can influence sentiment, response, emotions and history.

Key Terms

Emotions, Feelings, Historical Impact, Response, Sentiment

Materials

Music Videos (Youtube)

- Alan Jackson - Where Were You?
- Toby Keith - Courtesy of the Red, White and Blue: Angry American
- Bruce Springsteen - My City in Ruins
- [Video Analysis Worksheets](#)

Background for lesson

None necessary

Instructional Activity/ Procedures

1. Through guided questions, lead a discussion with students on the emotional impact of music.

Possible questions include:

- *Is there a song that has a special meaning to you?*
- *Can you name a song that makes you happy?*
- *Can you name a song that makes you feel silly?*
- *Can songs also make you feel sad and angry?*

2. Students will view music videos and complete the [Video Analysis Worksheet](#) for each song.
3. In groups, students will compare and contrast the three songs, gather information on their emotional and personal impact, and present the findings to the class.
4. Students will discuss and then vote for Best Memorial Song, providing their rationale and reasoning.

Evidence of Understanding

Completion of the [Video Analysis Worksheet](#) and articulation of each student's findings to class in an effective, informative manner will highlight the understanding of the power of memorial songs.

Extension Activities

- Have students research other memorial songs from different eras. *Have memorial songs changed over time? How so? Can you find a song you prefer to the one voted 'best song'?*

MUSIC ANALYSIS WORKSHEET

Name of the Song:

Recording Artists Name

Date the song was written:

Describe your emotional response to the music.

What is the tone or mood of the music?

What type of audience do you think this music was written/recorded for?

Read or listen to the lyrics and write a paragraph describing what the performer/author is trying to say to his/her audience.

Choose two phrases from the song that you find interesting and explain why they interest you.

1.

2.

List two things this sound recording tells you about life in the United States at the time it was made:

1.

2.

What evidence (for example, its lyrics, tone, instruments, or melody) in the recording helps you to know why it was made? Be as specific as possible.

Write a final verse for the song that expands on its themes since its release.
