Knowing Culture Through Music

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Outline: Stories and Song

Story & Song → Engage

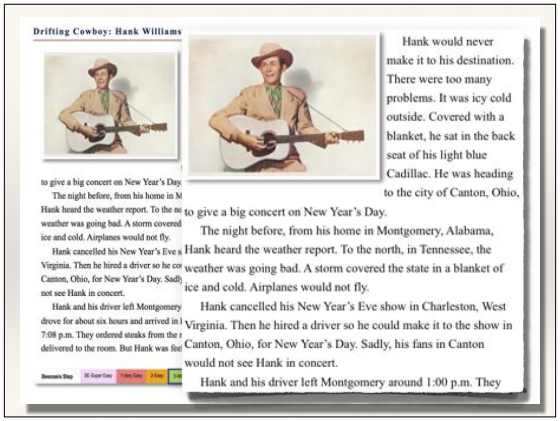
Storification

Stories

- Stories about artists, songs, or events in songs.
- Stories about people, topics, or themes in songs.
  - Media Gap style, Cloze Variations
  - Reading Fluency Pairs, Pop-up Grammar
  - Peer-reviewed Oral Reports

Media Gap Video Example

[redacted]



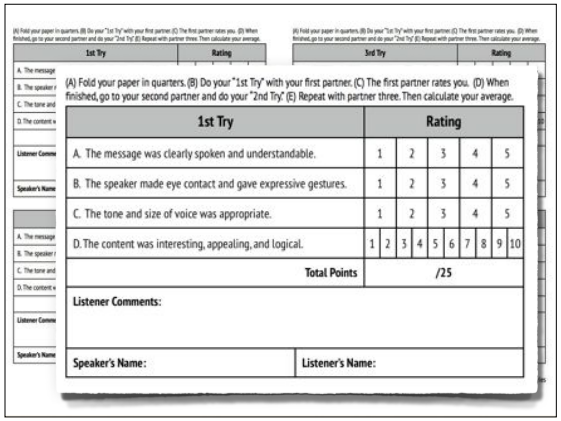
Drifting Cowboy: Hank Williams

Hank would never make it to his destination. There were too many problems. It was icy cold outside. Covered with a blanket, he sat in the back seat of his light blue Cadillac. He was heading to the city of Canton, Ohio, to give a big concert on New Year's Day.

The night before, from his home in Montgomery, Alabama, Hank heard the weather report. To the north, in Tennessee, the weather was going bad. A storm covered the state in a blanket of ice and cold. Airplanes would not fly.

Hank cancelled his New Year's Eve show in Charleston, West Virginia. Then he hired a driver so he could make it to the show in Canton, Ohio, for New Year's Day. Sadly, his fans in Canton would not see Hank in concert.

Hank and his driver left Montgomery around 1:00 p.m. They



(A) Fold your paper in quarters. (B) Do your "1st Try" with your first partner. (C) The first partner rates you. (D) When finished, go to your second partner and do your "2nd Try." (E) Repeat with partner three. Then calculate your average.

1st Try	Rating				
A. The message was clearly spoken and understandable.	1	2	3	4	5
B. The speaker made eye contact and gave expressive gestures.	1	2	3	4	5
C. The tone and size of voice was appropriate.	1	2	3	4	5
D. The content was interesting, appealing, and logical.	1	2	3	4	5	6	7	8	9	10
Total Points	/25				

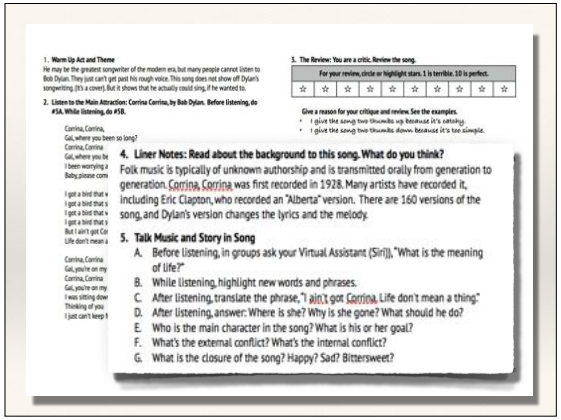
Listener Comments:

Speaker's Name: Listener's Name:

[redacted]

Using songs

- Traditional Cloze
- Media Gap Style
- Peer Presentations on Artists or Songs
- Whole Song Listening
  - One Point Tasks



1. Warm Up Act and Theme

He may be the greatest songwriter of the modern era, but many people cannot listen to Bob Dylan. They just can't get past his rough voice. This song does not show off Dylan's songwriting. (It's a cover). But it shows that he actually could sing, if he wanted to.

2. Listen to the Main Attraction: Corrina Corrina, by Bob Dylan. Before listening, do #5A. While listening, do #5B.

Corrina, Corrina,
Gal, where you been so long?
Corrina, Corrina
Gal, where you be
I been worrying a
Baby, please com

I got a bird that
I got a bird that
I got a bird that
I got a bird that
But I ain't got Co
Life don't mean a

Corrina, Corrina
Gal, you're on my
Corrina, Corrina
Gal, you're on my
I was sitting dow
Thinking of you
I just can't keep

3. The Review: You are a critic. Review the song.

For your review, circle or highlight stars. 1 is terrible. 10 is perfect.

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Give a reason for your critique and review. See the examples.

- I give the song two thumbs up because it's catchy.
- I give the song two thumbs down because it's too simple.

4. Liner Notes: Read about the background to this song. What do you think?

Folk music is typically of unknown authorship and is transmitted orally from generation to generation. Corrina, Corrina was first recorded in 1928. Many artists have recorded it, including Eric Clapton, who recorded an "Alberta" version. There are 160 versions of the song, and Dylan's version changes the lyrics and the melody.

5. Talk Music and Story in Song

A. Before listening, in groups ask your Virtual Assistant (Siri)), "What is the meaning of life?"
B. While listening, highlight new words and phrases.
C. After listening, translate the phrase, "I ain't got Corrina, Life don't mean a thing."
D. After listening, answer: Where is she? Why is she gone? What should he do?
E. Who is the main character in the song? What is his or her goal?
F. What's the external conflict? What's the internal conflict?
G. What is the closure of the song? Happy? Sad? Bittersweet?

Data

Song Interest Before	Song Interest After	Culture Interest Before	Culture Interest After	English Interest Before	English Interest After
3.2	4.0	3.0	3.7	3.2	4.0
Increase	0.7		0.7		0.8

Discovering, creating, performing songs may create greater appreciation for song in general.

Song Interest Before	Song Interest After	Culture Interest Before	Culture Interest After	English Interest Before	English Interest After	Song Feeling Assigned	Song Feeling Performed	Song Experience
3.2	4.5	2.9	3.7	3.4	4.0	2.4	4.0	4.3
Increase	1.3		0.8		0.6		1.6	

Prior Literature

There is a huge body of research starting with Jolly (1975) that supports music as having a legitimate place in the ESL classroom.

Both Lems (1996) and Lake (2003) posit that music in the classroom fosters a feeling a community among the students thus encourages teamwork and a shared sense of harmony.

Medina (1990) concluded that when vocabulary items were presented in a musical (i.e.: sung) format, vocabulary gain scores were consistently higher.

Wray and Perkins (2000) argued that most speech is the repetition and modification of memorized formulas.

What could be a more appropriate vehicle for repetition than a popular song?

Three point curriculum

- Enjoy diverse musical selection
- Discover your own muse
- Create song

"Once" (2006)

Cantus

Diverse selection of media for review and analysis.

Avett Brothers

Bump of Chicken: Green Day

Utada Hikaru: Beyonce

Yuzu: Jason Mraz

What do I live for or whom do I live for?
I always think of them...
As I cannot work out solutions
Only time will pass

Do I arrive at the place where I want to be aiming someday?
When I look back on the past, I see footprints...
I trace them one by one

- The anxiety of onchi
- Song Structure
- The "Big Sell"
- On Musical Ability

Student lyric samples

1. *Cutting classes in the cafeteria, spending time with like-minded folks*
   Just another thing to do I wanted to care
2. *I was captured in the iron box in the train, in the afternoon it makes us humans with no emotions (...)*
3. *My days are filled with soccer, so I lose half my credits.*
   But I shift my mind to Aoyama with worries like my job hunt.

Creative Project Guidelines

The teacher does not expect the students to create a perfect song.
Rather, the purpose of this project is to use English creatively in a group.
The song must adhere to the following rules:

1. At least 3 minutes in length.
2. Lyrics in English and intelligible to the listener.
3. Self-penned lines for each student involved.
4. Creative participation from each student (i.e.; at least one instrument and/or vocal.)
5. Each song must be submitted as a video in: .m4v; .mp4;or .wmv formats.

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