Teacher Notes

Paragraph: Supporting Details

Activity
Song versus Song

Activity Overview

In this activity, students will compare and contrast two songs that have some sort of link. After comparing and contrasting the two songs verbally and in writing, students will vote on which song is better. The winning song will return at a later date to battle a new song.

Completion of a comparison/contrast chart will facilitate the writing of a well-elaborated paragraph replete with supporting details.

Directions

Before the Activity Begins

Several days or weeks before doing this activity, ask students to bring in songs. After you have gathered 8-10 songs you feel comfortable using in the classroom, you are ready to present this activity. I like to copy the songs onto a CD-R or cassette tape and give back the students' CDs and tapes as soon as possible. Having all the songs on a CD-R or cassette tape makes the activity run smoothly.

You may want to complement the playlist with some selections of your own, although I must stress this activity will work much better if the majority of songs used come from the students. A few of my favorites include:

- ♦ "Bang Bang Bang" by Tracy Chapman, from the album, *Matters of the Heart*

- ♦ "Eat for Two" by 10,000 Maniacs, from the album, *Blind Man's Zoo*

- ♦ "Ellis Unit One" by Steve Earle, from the soundtrack for the movie, *Dead Man Walking*

- ♦ "Human Behaviour" by Bjork, from the album, *Debut*

- ♦ "Rappers Rappers Rappers" by Aceyalone, from the album, *Accepted Eclectic*

- ♦ "Slave Song" by Sade, from the album, *Lovers Rock*

- ♦ "Vincent Black Lightning 1952" by Richard Thompson, from the album, *Rumor and Sigh*

Using the overhead projector, present to the students an example of a completed **Song versus Song** comparison/contrast chart and the subsequent paragraph. Have fun making your own chart to use as a model for your students. Compare and contrast two songs they would never think you would listen to.

Inform the students that, after listening to the two competing songs, they will be pairing off to create a similar chart before writing a well-elaborated paragraph stating the pair's conclusions.

During the Activity

Give each student pair copies of the lyrics for the two songs, brief biographies of the artists and blank comparison/contrast charts.

Check the following sites for biographies and other information on popular music:

- ♦ http://www.billboard.com

- ♦ http://www.mtv.com

- ♦ http://www.rollingstone.com

- ♦ http://www.bet.com/music

- ♦ http://www.cmt.com

- ♦ http://web.icq.com/channels/music/latin

Use the following sites to search for lyrics:

♦ http://www.lyrics.astraweb.com

♦ http://www.lyrics.ch

♦ http://www.lyrics.com

Play the two songs. If time permits, play each song twice. After students have heard the songs, ask them to complete the comparison/contrast charts.

Upon completion of the charts, student pairs should use a TI-83 Plus device and keyboard to compose a final statement on which song is better. This statement should take the form of one to two well-elaborated paragraphs. The two students may not agree. Such pairs should write two paragraphs, with each paragraph espousing a different take on the songs. Emphasize that students need to use supporting details from their charts.

Use the following instructions to access the NoteFolio™ application on the device.

1. Turn on the device and press APPS. Select the NoteFolio™ application by highlighting the number next to it using ▲ ▼.

2. Press ENTER. Press ENTER again to move past the title screen.
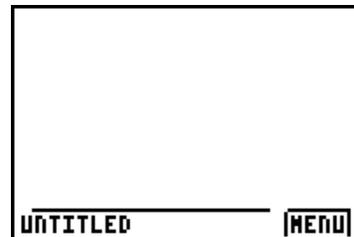
3. Type your work. To save your work, press GRAPH to access the **MENU**.

4. Select **4: Save As** by using ▲ ▼ to highlight this option.

5. Press ⟨ENTER⟩. Type a file name. A suggested file name is **SVSS** (for "Song versus Song").

6. Press ⟨Y=⟩ (OK), or press ⟨ENTER⟩ to complete the saving process.

7. Print out your work.

After the Activity

Have a large-group discussion about the two songs before voting. Begin the discussion by having each pair share their final statement(s). The song with the most votes will return at a later date to battle a new song.

Homework

Have students complete the student handout entitled **Reflecting On What You've Done.**

Student Work Sheet

Song vs. Song Comparison/Contrast Chart

Name: _____

Date: _____

What makes Song #1 unique?	What do Song #1 and Song #2 have in common?	What makes Song #2 unique?
Title: _____ Artist: _____ Lyrics Music Vocals Other: _____	Lyrics Music Vocals Other: _____	Title: _____ Artist: _____ Lyrics Music Vocals Other: _____

Student Data Sheet
Reflecting On What You've Done

Name: _____

Date: _____

What did you like about this activity?

What did you not like about this activity?

Is there anything you would have done differently if you were the teacher?

What was the most challenging part of this activity?

What was the easiest part of this activity?