

The Music of Poetry in the Caribbean



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Title: The Music of Poetry in the Caribbean

Overview: How music and poetry are related and reveal much about a culture, its language and people.

Time Required: 2 weeks

Target Audiences:

LA: 11th grade

WL: Spanish 1, 2

Materials:

Music of Poetry Handout

CD player or iPod speakers

Copies of music lyrics and songs for the following:

Drupatee Ramgoonai's "Roll up de Tassa, or Mr. Bessessar"

Mighty Sparrow's "Barack de Magnificent" and "No Money, No Love"

Harry Belafonte's "The Banana Boat Song (Day-O)"

Akon's "Mama Africa"

*any lyrics/songs of Caribbean influence may be substituted

Purpose/Objective:

To introduce the analysis of the speaker in poetry through Caribbean music

To analyze songs and lyrics for poetic devices and figurative language

To apply an analysis and study of song lyrics to songs of Caribbean influence

Steps:

1. Explain to students that the speaker in song lyrics or a poem may or may not be the author or person singing the song. Students should be able to make a distinction of the speaker in order to proceed with the lesson.
2. Hand out lyrics for each of the songs chosen for this lesson and have students practice reading them aloud. Model this activity by reading one of the songs for them first.
3. Instruct students to fill in the **Music of Poetry** (handout) as they listen to the songs. Ask students to consider the topic of the organizer as a means to write a comparison between two of the speakers in the songs.
4. Play each of the songs selected for this lesson and ask students to listen carefully marking the text by highlighting or underlining references to the speaker of the lyrics (noticing any personal pronouns). Have students complete the **Music of Poetry page** (handout) by answering as if they were the speaker.
5. Ask students to think about the speaker's age, feelings, etc. and review the theme of the lyrics. Discuss the themes of poems previously covered in class. Compare and contrast those themes and speakers, briefly. Remind students to focus on the speaker of the lyrics, not the person who is singing the song.
6. Ask students to return to the song lyrics and identify the poetic devices.
7. Play a piece of jazz that does not have any lyrics and ask students to write down words and phrases that describe the pictures the piece of music creates in their minds.
8. Finally, ask students to take their words and phrases and create a poem, minimum 75 words, based on the activity. Students can share their poems via VoiceThread (www.voicethread.com) in which they read the poem and provide images. Other students will listen and make comments as to their interpretations of the poem.
9. The poem will become part of the poetry anthology of Caribbean literature.

Teacher Reflection:

1. What worked well with this series of activities?
2. What might be changed the next time this activity is presented?

Assessment:

Poetry of Music Handout – completed 25 points

Poem – containing 3 figurative/literary devices, minimum of 75 words, proper format:
total 50 points

Poetry Rubric

(A+)10=Extremely Strong (A/B+)9=Strong (B)8=Moderately Strong (C)7=Average

(D)6=Moderately Weak (F)5=Weak

1. The organization of the poem is clear and easy to follow _____
2. The poem is expressive, descriptive, and creative _____
3. The poem contains figurative/literary devices _____
4. The poem contains effective mechanics, proper spelling, and correct word usage _____
5. The content of the poem demonstrates an understanding of the material, content, topics_____

Poetry of Music Handout

Part I

Fill in the boxes after listening to the songs. Discover the following information about the speaker based on the lyrics read and heard. Use lines from the song or your own words.

Song Title	What facts can you infer about the speaker?	What is he/she thinking about? Questions, problems, concerns?	What is the speaker's message? life, love, liberty, etc.

Part II

Looking back through the lyrics and while listening to the songs presented, write examples of the following literary/figurative devices used in the lyrics. If you cannot find examples for any area, write one of your own.

Simile	Metaphor	Personification	Alliteration	Rhyme, consonance, or assonance

Part III

In a paragraph or two, minimum of 200 words, write a comparison/contrast of two of the speakers in the songs that you have read and listened to in class today. Use the information gathered through marking the text and listed in the chart above. You may write on the back of this handout. If using notebook paper, staple the paper to the back of this handout.

LA MÚSICA EN EL CARIBE

Materials: Computers, CD players.

Objective: Students will identify geographical locations of the country assigned, and present in the target language the influence of the music in the country's culture.

Steps:

1. Identify geographical location of country assigned.
2. Identify style of music.
3. Identify artist.

4. Give a brief background.
 - a. History of the country.
 - b. Origin of style of the music.
 - c. Give an example of lyric(s), rhythm(s), instrument, etc, and show how it had an influence in the culture of the country.
5. Provide a visual(s) (photo, album cover, video, historic pictures)
6. Provide a typed copy of your presentation, at time of presentation.

Note: song and visual must be decent – no foul language, racial innuendos, graphic images, etc.

USEFUL VOCABULARY:

cantar	tocar	escribir	gustar	
la guitarra	el saxófono	la trompeta	la batería	
el/la cantante	el estilo	el ritmo	los tambores	
la salsa	el reggae	el merengue	el rock	
el hip-hop	el reggae ton	el punk	el rock metálica	
el country	la música alternativa	la música orquestral		
la música clásica	los versos	los premios	los triunfos	
los éxitos	el/la ganador(a)	el/la escritor(a)	el/la actor/actriz	
bailar	la canción	el título	la melodía	el tema

Algunas preguntas para ayudar: (use the following questions to help you prepare for your presentation)

1. ¿Cómo se llama el grupo? El/la artista?
2. ¿ De dónde viene(n)? ¿ De dónde es (son)?
3. ¿Cuál (qué tipo de) estilo de música toca?
4. ¿De quien aprendió?
5. ¿Quién le enseñó?
6. ¿Dónde aprendió?
7. ¿Cómo y/o cuando empezó?
8. ¿Por cuánto tiempo ha estado (has he been) tocando?
9. Siempre ha tocado (has he played) el mismo (same) estilo?

10. ¿Canta? es el/la cantante principal.
11. ¿Toca un instrumento? ¿Cuál?
12. ¿Baila?
13. ¿Hace un poco de todo?
14. ¿Escribe las canciones? ¿Los versos? ¿Las líricas?
15. ¿Ha aparecido (appeared) en una película? ¿La tele? ¿Un video de musica?
16. ¿Porque escogiste este artista/grupo?
 - a. ¿Su ritmo melodia? ¿Sus canciones y versos? ¿Su voz? ¿Su apariencia? ¿Su mensaje? ¿Otra cosa?
17. ¿Cómo te hace sentir cuando escuchas su música?

Assessment: The following rubric will be used to score the project, worth 100 points. The top part of the rubric (completeness of your task) will be used to score the written part of your project.

Rubric	Low Score	Average Score	High Score
<p>Completeness of your task</p> <p>Score (0-33)</p> <p>Max. Score (33)</p>	<p>You provided some of the information required.</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13,</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33</p>	<p>You provide most of the information required.</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33</p>	<p>You provide all of the information required.</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33,34</p>
<p>How easily you are understood</p> <p>Score (0-66)</p> <p>Max. Score 33</p>	<p>You are difficult to understand and have many grammatical errors.</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33</p>	<p>You are fairly easy to understand and have occasional grammatical errors.</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33</p>	<p>You are easy to understand and have very few grammatical errors.</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33,34</p>

<p>How clearly you made your point, and music/realia match your presentation</p> <p>Score (66-100)</p> <p>Max. Score 34</p>	<p>You provided information not relevant to the theme of this project. The music did not show the influence it has in the culture</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33</p>	<p>You provided information that was somewhat relevant to the theme of this project. The music shows somewhat the influence it has in the culture.</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33</p>	<p>You provided information that was relevant to the theme of this project. The music shows the influence it has in the culture.</p> <p>0,1,2,3,4,5,6,7,8,9,10,11,12,13</p> <p>14,15,16,17,18,19,20,21,22,23,</p> <p>24,25,26,27,28,29,30,31,32,33,34</p>