



# Using Music & Poetry to Identify Speaker's Voice and Point of View

Resource ID#: 40670 Primary Type: Lesson Plan

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In this lesson, students will listen to several versions of the same song. They will read a poem, and make an illustration to identify how the trait of "voice" identifies the character's point of view and how that point of view influences the story.

**Subject(s):** English Language Arts

**Intended Audience:** [Educators](#)

**Instructional Time:** 2 Hour(s) 30 Minute(s)

**Keywords:** point of view, voice, poetry, poem, music, describe

**Instructional Design Framework(s):** [Direct Instruction](#), [Writing to Learn](#)

**Resource Collection:** CPALMS Lesson Plan Development Initiative

**Grade Level(s):** 5

**Suggested Technology:** Computer for Presenter, Speakers/Headphones, Computer Media Player

**Freely Available:** Yes

**Instructional Component Type(s):** [Lesson Plan](#), [Video/Audio/Animation](#), [Text Resource](#), [Formative Assessment](#)

## ATTACHMENTS

[The Spider and the Fly.docx](#)

[t chart.pdf](#)

[voice cards.pdf](#)

[voice summative.pdf](#)

## LESSON CONTENT

**Lesson Plan Template:** General Lesson Plan

### Formative Assessment

1. In step 8 (in the teaching phase below), students will complete an exit slip by writing a brief summary for each song rendition that captures the essence of the voice in the songs heard. For example: Listening to the song performed by the Beatles, I felt energetic. My head started to bounce from side to side and my foot began to tap. The Fitzgerald version was more jazzy with the use of many instruments and especially the trumpets. I felt like I was in a 1960's jazz club. The Buble version felt a little faster paced. He went from almost speaking the words to carrying the notes. I felt a little rushed during the song.
2. In step 14 (in guided practice section below), partners will use think-pair-share. This means that they will silently think about their response to a question (15 - 30 seconds), then they will share their thoughts with their partner (about 60 seconds), finally each pair shares with the rest of the class. Misunderstandings are revealed through this process and the teacher can address them.

### Feedback to Students

1. In the teaching phase: During the making of the chart the teacher will monitor for students whose responses are not the norm to question them further about their word choice.
2. In the teaching phase: Upon reading student exit slips, the teacher can identify students who are not observing the differences in the songs. The teacher can address this prior to step #9. If necessary, the teacher can find other examples of songs that fit the criteria to use as a mini-lesson prior to moving on to the next session.
3. In the guided practice section: Students receive feedback from their partners and from the entire class during the think-pair-share activity in step #14. At this point the teacher addresses misunderstandings that may still remain.

### Summative Assessment

- Students will select a "voice card." They will use the "voice" from their card to complete a narrative that begins as follows: My family went on a vacation last summer. It was a road trip that I will never forget. We traveled by car for 18 days and saw many landmarks.
- Students will then list the deliberate word choice from throughout their essay to create a chart identifying how they captured the character's individuality and their point of view through purposeful word choice. \*Rubric is included for scoring the essay as part of the summative assessment (on the last page).
- \* The teacher may substitute the prompt for a different one.

**Learning Objectives: What should students know and be able to do as a result of this lesson?**

Students will identify the traits of the "voice" of a character or speaker and describe how it influences the manner in which events are depicted.

Students will write for a variety of tasks and purposes.

Students will cite information from the text when quoting explicitly from the text and when making inferences.

**Guiding Questions: What are the guiding questions for this lesson?**

How does this make you feel?

What would make the character say that?

Why would the character do that?

How could the character's point of view influence his description of events?

What could be the motivation for that?

What was the intention of the spider?

How can you tell?

What do you learn about the spider?

What words give you that impression?

What about the fly?

What do we learn about her?

**Prior Knowledge: What prior knowledge should students have for this lesson?**

Students should be able to identify the author's purpose when reading text.

Students should be able to write an essay in response to a prompt.

They should be familiar with many of the words used in describing character traits, mood, tone, and feelings.

They should be able to use a dictionary and thesaurus as reference tools.

**Teaching Phase: How will the teacher present the concept or skill to students?**

Session #1 \*\* For this lesson, I have included the song "Can't Buy Me Love," but any song that has been recorded by several different artists over the years can be used.

There are five elements of voice- diction, detail, imagery, syntax, and tone. In this lesson, students will learn about tone- how a person expresses something (their attitude) to give their voice distinctive personality. They will also learn about diction (word choice) and how people's choice of words reveals their tone and their point of view.

Separate from voice, students will also learn a little about mood (how words make a person feel) based on the songs provided.

1. Teacher will begin by leading a conversation about music. Describe how music can change a person's mood. Sometimes you can't get the tune out of your head. Etc.
2. The teacher will then play the original version of the song by the Beatles for the class. Let them know that it was a number one hit in 1964 composed by Paul McCartney and John Lennon and that it was later re-recorded many times by various artists. Ask students to close their eyes and just listen to the song. Teachers can click on this [link](#) to play the audio of the song (teachers should be ready to stop at the end of the song, as there is some additional dialogue at the end of this clip).
3. After, answer any questions students may have. Then play the song again. This time have students make a list of words/phrases to describe what they thought about the music. For example, have them write down how the song made them feel (mood) and what thoughts came to mind while listening. Have them think about the singer's tone (how a person expresses something/their attitude), or this could be described as the distinctive singing style of the artists. Write these words on a class chart for later use. Some examples depending on the song choice might be: cold, epic, happy, bizarre, pleasing, caring, brooding, distraught, eerie, melancholy, suffocating, tense/anxious, theatrical, wistful, confident, joyous, passionate, relaxed, carefree, gentle, romantic, smooth, happy, laid back/mellow, light, soothing, fun, quirky, bright, light, dramatic, sexy, stylish, lively, spooky.
4. Have the students put aside their first list of words and play another version of the song by Ella Fitzgerald following the same procedure as steps #2 and #3. Teachers can click on this [link](#) to play the audio of Fitzgerald's version (teachers should cue up the song past the opening advertisement).
5. Have the students put aside their 2 lists of words and then play the third version by Michael Buble following the same routine established in steps #2 & #3. Teachers can click on this [link](#) to play the audio of Buble's version. If desired, the teacher can find even more versions of the song.
6. As a class, record the different words that were used for each rendition of the song.
7. Discuss the distinctive tone of the artist singing the song. How did each version change the feel (or how the singers expressed themselves) of the song?
8. Have the students complete an exit slip by writing a brief summary for each rendition that captures the essence and tone/feel of the song, as well as how the song made them feel (the mood). An example for mood: Listening to the song performed by the Beatles, I felt energetic. My head started to bounce from side to side and my foot began to tap. The Fitzgerald version was more jazzy with the use of many instruments and especially the trumpets. I felt like I was in a 1960's jazz club. The Buble version felt a little faster paced. He went from almost speaking the words to carrying the notes. I felt a little rushed during the song.

**Guided Practice: What activities or exercises will the students complete with teacher guidance?**

Session #2 (If this step is done on a different day, you might need to replay the 3 songs)

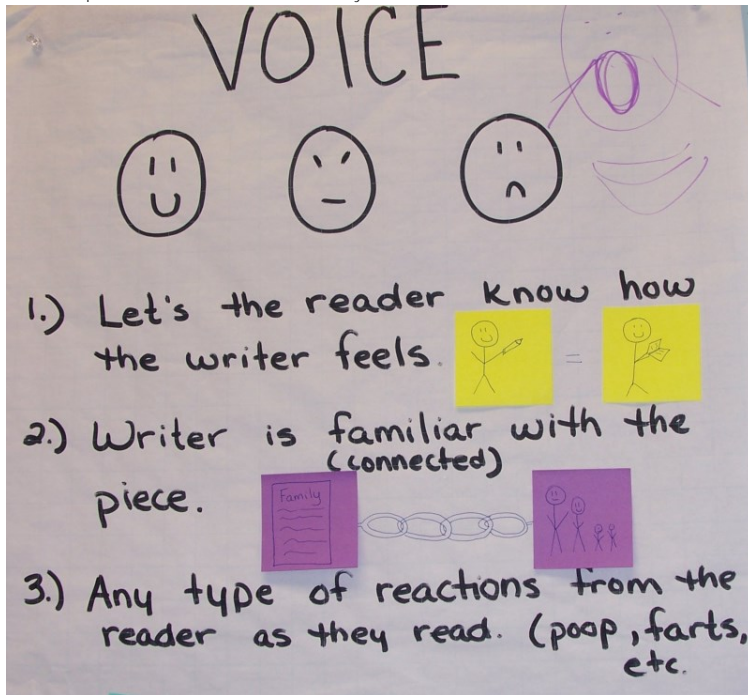
9. Ask students if they would be able to tell the difference between a fancy New York Lawyer and a rapper if they only heard them speak. How could they tell the difference? Lead the discussion to the fact that not only do they sound different, but they also use different kinds of words. It is these words that show us their voice. This "voice ties to their personality, character traits, and how they see the world (their perspective or point of view.) In other words, how we see things, our point of view, is not only revealed in what we talk about, but how we talk about it (the words we use, the tone these words express). In the same way, a criminal and a victim would have two very different views on the same event.
10. Pass out a copy of the poem "The Spider & the Fly" by Mary Howitt (attached) Lexile 900. One of the key shifts of the Florida Standards is moving away from front-loading general academic vocabulary (called Tier 2 words) for students. You may want to bold the following Tier 2 words in the poem before printing it for students (suggestions include: parlor, cunning, pantry, crested, subtle, flattering, heed). During the reading of the poem, have students use various strategies to determine the meaning of the unfamiliar vocabulary on their own. Give students an opportunity to write down the meanings of the words and explain how they determined those meanings. Then, work together as a class to correct any misunderstandings and the teacher can perform any necessary modeling to show students different strategies to determine the meaning of an unfamiliar word or phrase.
11. Have the students read the poem individually, then read the poem together. As students read the poem they will use two different color highlighters, pens, or colored

pencils. One color will be used to mark the words indicating tone. The other color will be used to write how the character's point of view is influencing the tone.

12. Discuss with the students how the spider's point of view and the fly's point of view were different. What was the intention of the spider? How can you tell? What do you learn about the spider? What words give you that impression? What about the fly? What do we learn about her? Focus the discussion on the words the characters use.
13. Have students complete a T-chart with a partner. On one side they will write the words used by the spider and the message we get from them. On the other side the same for the fly.
14. Have the partners, think- pair- share. (Described in the formative assessment section)

**Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

15. The students will then use the information learned from this lesson to make an illustration to identify how the trait of "voice" identifies the character's point of view and how that point of view influences the story. Ex:



16. Students will write a brief description using examples from their notes (t-chart, list from Session #1) to explain the contents of their illustration. This can be included in the illustration or in paragraph form.
17. Students complete the summative assessment.

**Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

Students will share their work with a partner or a small group and ask each other to identify the diction (word choice) and how different words revealed the character's tone based on their point of view.

Together, create a wall chart of descriptive words for tone, mood, and voice from the words students have collected on their lists. Have it available (either on the wall or a copy for their folder) for students to use as they write. Add more words as the students come across them.

## ACCOMMODATIONS & RECOMMENDATIONS

**Accommodations:** The teacher may accommodate for students with disabilities by providing mini lessons or whole class instruction on the vocabulary necessary to be successful in this lesson. The "voice cards" attachment can be used to lead this.

If the reading level of the poem is too difficult for the students' cognitive ability, the book *Voices in the Park* by Anthony Brown (560L) can be used instead.

The teacher can select songs that have VERY different renditions available.

The summative assessment can be shortened or the rubric can be modified for special needs students.

A thesaurus or dictionary should be available for each students to use.

**Extensions:** The teacher can have students bring in news articles or magazine clippings that display a particular tone.

The teacher can include books with strong tone through use of diction (word choice) in class read-alouds.

Students can depict the same car trip used on the summative assessment from a different point of view.

Students can write multiple accounts of the same event from a different point of view.

**Suggested Technology:** Computer for Presenter, Speakers/Headphones, Computer Media Player

**Special Materials Needed:** Computer with the ability to play mp3 files with speakers. If a computer with speakers is not available to play the mp3 files, they can be downloaded to an ipod or burned to a CD.

**Further Recommendations:** This can be included in a science lesson about spiders or/and ants.

This can also be part of a unit on fables or cautionary tales.

This lesson can be used after "Explode the Moment" lesson I created also on CPALMS.

## SOURCE AND ACCESS INFORMATION

Contributed by: AIDA AROCHA

Name of Author/Source: AIDA AROCHA

District/Organization of Contributor(s): Miami-Dade

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## Related Standards

Name	Description
<a href="#">LAFS.5.RL.1.1:</a>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<a href="#">LAFS.5.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">LAFS.5.RL.2.6:</a>	Describe how a narrator's or speaker's point of view influences how events are described.