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Generations of Music

Katherine Edwards

Trinity University

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Generations of Music

Dear Family Partner,

In English, we are studying Poetry and its uses in everyday life. I hope you enjoy this activity with me. It will help me understand different parts and purposes of poetry. This assignment is due__________________.

Thank you,

____________________________
(Student Signature)

Objective: To compare and contrast the elements of poetry in the music of two generations.

Materials: Pen/pencil, this worksheet

Procedure:

Who is your family partner (name/relations)?

______________________________________________________________

Step One: Ask your family partner to listen to the words of one of your favorite songs. You may play a tape, sing it, or simply recite the words. What is the song?________________________________________________________

Step Two: Listen to the words of one of your family partner’s favorite songs when he/she was a teenager. Your family partner may play the music, sing it, or simply recite the words. What is their song?________________________________________________________

Step Three: Answer the following questions with your family partner:

A. What did your family partner like about your song?

______________________________________________________________

B. What did your family partner dislike about your song?

______________________________________________________________

C. What did you like about your family partner’s song?

______________________________________________________________

D. What did you dislike about your family partner’s song?

______________________________________________________________
E. What is your song’s main idea? (What was the author/singer’s point in writing it? What were they trying to tell you?)

________________________________________________________________________________________

F. What is the main idea of your family partner’s song?

________________________________________________________________________________________

G. Is the main idea of your family partner’s song still important today?

________________________________________________________________________________________

H. Do you think your song’s main idea will be relevant twenty years from now? Why or why not?

________________________________________________________________________________________

Step Four: Discuss with your family partner different purposes of music over time (ex. Rock, Punk, Classical). Has music only been created to entertain, or has it had other purposes as well?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Home-To-School Communication:

Dear Family Partner:
Please give me your reactions to your student’s work on this activity. Write YES or NO for each statement.

___________ 1. My student understood the homework and was able to discuss it

___________ 2. My student and I enjoyed the activity

___________ 3. This assignment helped me know what my student is learning in English.

Other Comments:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Family Partner Signature: _________________________________________________________________