

# Facilitation Guide

## Soundtrack Odell Chapter 4



## EXPERIENCE OVERVIEW

Students will identify songs that match the message/theme of a particular selection and begin to develop a custom soundtrack for a contemporary reproduction of the story.

### Standards

#### COMMON CORE STATE STANDARDS

- RL.11–12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.11–12.2 – Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary.\*
- RL.11–12.3 – Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. W.9–10.9 Draw evidence from literary or informational texts to support analysis.

#### MARYLAND STATE ARTS STANDARDS

- I:9–12:1: Use research and self-developed criteria to justify choices made when selecting music, citing knowledge of the music including its purpose and context.
- I:9–12:2: Describe how the analysis of structures and contexts (social, cultural, and historical) inform the response to a variety of music selected for study.
- E:9–12:2: Analyze and respond to music through personal interpretation, justifying musical choices by defining and defending creative intent.

### Getting Ready

#### WHEN TO TEACH

- This activity is best used in the context and duration of Chapter 4, as the students explore themes and messages, however it can be used in any sequence in which topics such as the American Dream is referenced.

#### RESOURCES AND MATERIALS

- Think of technology that is available for students to produce their playlist; most students are familiar with music apps
- What musical resources are available within school ?
- Can the school library be a good resource?
- [Graphic Organizer for Characterization](#)

## ARTS INTEGRATION MATERIALS



↓  
**CONCEPT  
MAP**



🔗  
**VIDEO  
PLAYLIST**



↓  
**EXIT TICKET**



🔗  
**MATERIALS**  
GOOGLE FOLDER

## TEACH

### Introduction

You can start this lesson by writing different themes/concepts/characters (it could be something that you already covered in previous units, or from Great Gatsby) on poster paper that you can place around the room. This can be “gallery walk” activity or you can project individual slides allowing time for students to respond to them

- Ask students to write a song that might correspondent to that theme ( based on their own knowledge of music)
- If time permits, ask students to briefly explain ( or write few descriptive words, adjectives) why they have chosen a specific song



**VIDEO TUTORIAL**



**GOOGLE DRIVE**

### Model

Now, you can select one of students songs or you might prepare your own song to model analysis of HOW the music (tone, rhythm, tempo) vocals, instrumentalization, lyrics help convey a certain tone, emotion, message that aligns with the theme/character

### Activity

Have students complete their graphic organizers with songs selection

- Once students complete the graphic organizers, the additional reflection activity based on two questions can be provided to students:

*What similarities and/or differences have you found between analyzing a literary text and analyzing a song?*

*How has the process of selecting and analyzing songs for your playlist helped your deeper understanding of the literary text?*