

FREE YOUR glee

With The Seattle Times
NIE in-paper series

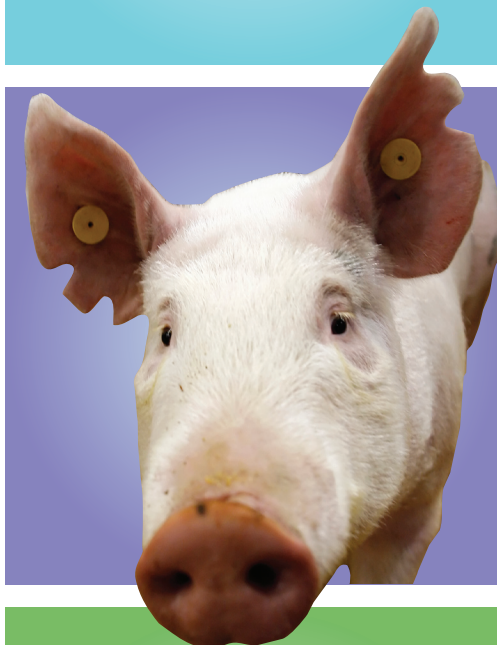
TEACHER'S GUIDE
GRADES 4-12



play!



sing!



laugh!



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dance!



SEPT. 10-26

PUYALLUP FAIR

FREE YOUR GLEE

Teacher's Guide

Introduction

Nearly every teacher and student in the Puget Sound region receives a complimentary gate ticket to the Puyallup Fair. This year's theme for the Fair is "Free Your Glee." This guide explores the idea of glee through discussion, projects and hands-on activities for grades four through 12. All of these lessons are to be used with content that will appear in The Seattle Times on September 9, 16 and 23. The guide will appear in September on both The Seattle Times Newspapers In Education (NIE) website (seattletimes.com/nie) and the Puyallup Fair's website (thefair.com).

Note to Educators

Activities in this guide are built on knowledge and information provided in the e-Edition of The Seattle Times on September 9, 16 and 23. On each Thursday, you will find a full page of glee-related content in the newspaper. You can visit the NIE website (seattletimes.com/nie) to find the exact location of these pages in the newspaper. Have students take notes from the in-paper content each week to use in combination with this guide. Teachers are encouraged to modify the guide to fit their individual classroom needs.

The Seattle Times Newspapers In Education (NIE)

To enroll in The Seattle Times NIE program and receive free access to the electronic version (e-Edition) of the newspaper, lesson plans and curriculum guides, as well as the in-paper content for this guide, please e-mail nie@seattletimes.com or call 206/652-6290.

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The Seattle Times Newspapers In Education (NIE)

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LESSON 1: WHAT IS GLEE?

Materials:

Index cards
Legal- or tabloid-sized paper
Scissors

Lesson Steps:

Warm-up: What do you think of when you hear the word “glee”?

Have the class share their answers to the warm-up question and make an organizational web on the board that displays their answers. Come up with a class definition for “glee.” Compare your class definition to the definition in the dictionary.

Distribute five 3 x 5 index cards (or more) and a pair of scissors to each student. Have them cut each index card into two pieces. Each student should write one moment of glee from his or her life on each card. Take at least five minutes for students to brainstorm and record their moments of glee.

Discuss what a timeline is and define its purpose. Have students arrange their index cards from the earliest moment to the most recent. Then, give each student a piece of legal- or tabloid-sized paper to draw a timeline using their events. Students should share their timelines with the class or in groups of four.

Extension:

The Puyallup Fair has been hosting concerts for over five decades. A wide variety of musical acts has performed at the Fair. Research the different types of music and artists that have been popular over the last 100 years. Put together a timeline that shows the evolution of music over the years. You should include at least one genre of popular music and two artists for each decade.

LESSON 2: HOW CAN A PIECE OF MUSIC AFFECT YOUR MOOD?

Materials:

Chart paper
Examples of different types of music
Markers
Stereo or CD player

Lesson Steps:

Warm-up: What is the last song you heard on your radio or iPod/MP3 Player? How did this song make you feel?

Prepare five to eight pieces of music to play for the students. While you play each selection, have students write down how they felt as you played the piece — without sharing what they wrote with their classmates. Arrange pieces of chart paper around the room with the number of the music selection at the top. Have students use markers to record on each paper how they felt while listening to that particular piece of music.

When the students return to their seats, call on volunteers to present their feelings about each piece of music. Each volunteer will summarize what is on the chart paper for that particular musical selection. When they are done summarizing, play the musical selection again and discuss what aspect of that selection made them feel scared, happy, sad, excited, gleeful, anxious, neutral, etc. Students can cite tempo, major vs. minor key, instrument selection and anything else that is appropriate for that particular selection. Repeat this process for each song.

Play an additional musical selection and have students write down notes about what they hear in the music and how they feel while it is playing. Play the song two to three times to give students the opportunity to form their thoughts. They should write a one to two page paper that describes the music, how they felt while listening to it and why it made them feel that way.

Extension:

Have students choose a song together and then listen to it. Each student should draw a picture that represents his or her experience with the song and then write a paragraph that describes the image.

LESSON 3: HOW IS MUSIC USED TO SET A MOOD?

Materials:

Paper
Pencil
Tape recorder

Lesson Steps:

Warm-up: If you owned a store, what type of store would it be? What mood would you want your shoppers in while they were visiting your store?

Encourage students to share the types of stores they would open and the mood they would want shoppers to be in while in their store. Ask students how they would get shoppers in that desired mood. What contributes to the atmosphere in a store? (Signs, décor, placement of items in the store and the name of the establishment all contribute to a store's atmosphere. One of the topics in the discussion should be music.) How can these different aspects be manipulated (or changed) to affect a shopper's mood? Are there differences between stores? Some stores may want you to linger, while others are designed for quick transactions. How does this affect the atmosphere a storeowner would create?

Discuss why and how music is used to enhance a customer's experience (whether in a store or at a movie theater or other business). Have students go back to the warm-up question and brainstorm the types of things they could use in their store to create the mood they desired. They should include the type of music (live vs. recorded, instrumental vs. vocal, loud vs. quiet, fast tempo vs. slow, etc.) in this brainstorm and give examples of songs they would play. Have students use this brainstorm session to write a one-to-two-page paper describing their store and its atmosphere.

Extension:

Set up a data table that includes a location column and additional columns to describe the music at a location and the mood or emotions it evokes. (Column topics could include Location, Tempo, Instrumental vs. Vocals, Loud vs. Quiet, Mood/Emotions.)

Students should go to different establishments in their town and record information in their data tables about the music they hear. Establishments could include grocery stores, arcades, bowling alleys, doctors' offices, movie theaters, gyms, cafés or coffee shops, yoga studios, etc. Have them compile their data and write an analysis of what they found, then reflect on whether or not the music created the desired mood and why each establishment may have chosen that particular type of music.

Next, have students predict the types of music they might find in the different sections of the Puyallup Fair (midway rides, horse barn, main stages, rodeo, building with the vendors, etc.). When students attend the Fair, have them:

- Identify the song and performer, if possible
- Determine why this selection was chosen for that particular area
- Decide whether they thought that song was an appropriate choice. If not, have them suggest another song that should be played.
- Record music in different areas of the Fair, then listen to their recordings when they return to class. Determine the mood or emotions the musical selections evoked in the class and see if other students can determine where the recordings were made.

LESSON 4: "DO THE PUYALLUP"

Materials:

Computer
Props
Speakers
Video camera

Lesson Steps:

Warm-up: What is your favorite music video? Why?

As a class, discuss the elements that make a music video entertaining, fun, happy, cool, etc. Make a list of all the elements on the board.

Watch the Shorecrest High School and Shorewood High School music videos (found on YouTube at <http://www.youtube.com/watch?v=kPTd8MgAeqI> and <http://www.youtube.com/watch?v=T7TI-AJi2O8>). To create these videos, students recorded other students singing along with a popular song. Have students determine what their favorite parts of each video were, what effects were used, what worked and what didn't.

Break students into groups of four to six individuals. Each group will be tasked with learning the "Do the Puyallup" song (music and lyrics can be found in the September 9 Puyallup Fair chapter in The Seattle Times). Define the term "cover song." How can someone use the same basic music and lyrics, but make a song sound completely different? Students can listen to three different versions of the "Do the Puyallup" song at <http://www.thefair.com/puyallup-fair/fair-experience/song.php>.

Each group will create a video of their own cover version of the "Do the Puyallup" song. As a group, they will decide what they would like their version of the song to sound like and what they would like to include in the video. All but one member of the group (the one holding the camera) must appear in the video. The video can then be submitted on YouTube for others to enjoy.

Extension:

Have students write a new version of the "Do the Puyallup" song. They can use the same lyrics and change the music, change the lyrics and keep the music the same, or write a completely new song. The new version they create must keep the same spirit and intention of the original.

LESSON 5: FINDING GLEE IN EVERYDAY LIFE

Materials:

Access to The Seattle Times e-Edition or copies of articles that were printed
Index cards from Lesson 1

Lesson Steps:

Warm-up: What has brought you glee in the last week? What specifically happened? Who was involved?
How long did the feeling of glee last?

Find an article in The Seattle Times e-Edition that involves glee. Have students write a one-paragraph summary of the article and then answer the following questions:

- Who was experiencing glee in the article?
- What about their experience was gleeful?
- What was your experience like reading the article?
- Why did you pick this article?
- What did you learn from this article?
- Roughly what percentage of articles in today's e-Edition are on glee-related topics?
- Do you think it is the same percentage every day? Why or why not?
- What sections of the newspaper typically have the most glee-related articles?

Extension:

Using the activity completed in Lesson 1, have each student write an article about a moment of glee in his or her life. Be sure to include information about what happened, who was involved, and when and where it took place, as well as any quotes from the participants. Break students into groups of four and have them share their articles. Use peer-editing techniques to proof and edit each article, then have students make a final, typed version of the article to turn in.

LESSON 6: YOUR OWN PERSONAL GLEE

Materials:

Items will vary based on the student, but could include:

Markers
Musical instruments
Paint or other art materials
Photographs
Posterboard (collage)
Video cameras

Lesson Steps:

Warm-up: What (or who) in your life right now brings you the most glee? Why?

Discuss the people and things in students' lives that bring them glee.

Each student should determine a person, place or thing that makes them feel glee, then describe this glee using at least two of the formats listed below.

Article/editorial
Cover of an existing song
Dialogue/interview
Essay
Original poem
Original song
Painting/drawing
Poster board (collage)
Speech
Video
Other – to be determined with teacher's permission

Extension:

Students should attend the Puyallup Fair and draw a sketch or write a description of someone experiencing glee. If possible, they should try to include where they were, what the person was doing and why the experience may have brought the person glee.