

# **TUNES, TEXTS, AND SOCIAL NETWORKS AS ENGAGING LITERACY PRACTICES IN THE TEACHING OF LITERATURE**

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# Underlying Issues

- Teach all students to read and write proficiently
- National Assessment of Education Progress (NAEP)
- 79% of fourth graders reading behind grade level graduate from high school still reading behind grade level
- NAEP results state 8th and 12th grade reading outcomes have not improved since 1971
- Striving Readers Act of 2005

# Is there anything more important?

- Policy Statement on adolescent literacy by the International Reading Association (2007)
- Research Policy Statement on adolescent literacy from the National Council of Teachers of English (2007)
- “It is easy to summon the language of crisis in discussing adolescent literacy...less than half of the 2005 ACT-tested high school graduates demonstrated readiness for college-level reading, and the 2005 National Assessment of Educational Progress (NAEP) scores for the 12th graders showed a decrease from 80 percent at the proficient level in 1992 to 73 percent in 2005 (1).”

# NCTE Position on Adolescent and Young Adult Literacy

- Reading is not a technical skill acquired once and for all in the primary grades. Rather, reading is a developmental process that continues to grow through engagement with various types of texts for many purposes over a lifetime. Through a diverse array of literacy practices, young people make meaning and act upon their worlds. Adolescents read in multiple ways, both in and out of school, with texts ranging from clothing logos to music lyrics, from weblogs to comic books, from *Harry Potter* to *The Scarlet Letter*.

(2004)

# Well Connected

- Today's adolescents are connected beyond the walls of their bedrooms and their classrooms through email, instant messaging (IMing), social networking, blogs, and personal web pages. They connect with other adolescents around the world via email. They download music from other countries...Adolescence is all about speed and convenience and immediacy (Lesesne, 2007, 62).

# Meeting our students on their turf

- Facebook, MySpace, Xenga
- Text messaging
- IM
- Blogs
- Wikis
- Podcasts
- Music
- Movies
- Television
- Video Games
- You Tube

# Why?

- Why is it that precisely at a time when the youth of the so-called Net generation are engaging, often simultaneously, with multiple sign systems (image, print, sound, gesture, digital) and finding their own reasons for becoming literate--reasons that extend beyond reading to acquire school knowledge--there is a narrowing of what counts as reading and how reading is taught? (Alvermann, 2007, 19)

# Speaking Their Language:

Turning Text Messaging into  
Methods of Teaching  
Literature

# A Reality

"You've got a whole generation in the U.S. that's kind of grown up with the ability to type messages with only one thumb with their eyes closed [...] It's become a different form of communication that is changing society."

- Michael Gartenberg, analyst at  
Jupiter Research in New York, NY

(Source: Wethe, David. *More uses found for texting as its popularity soars*. Fort Worth Star-Telegram. 29 July 2007.)

# Some Statistics

- About 71% of American teens own cell phones. (Pew Internet & American Life Project)
- In 2006, 158.6 BILLION text messages were sent in the U.S. – nearly double the number sent in 2005. (USA Today)

# One Perspective

*"Educators have more to gain from embracing cell phones than they do from keeping them out of the classroom. 'The educational segment is lagging behind the sophistication of the students,' says [Phil] McKinney of HP. 'They need to catch up.'"*

*(From Business Week Online August 28, 2008)*

The following is a portion of a blog conversation from a K12 online conference page titled "Cell Phones as Classroom Learning Tools" by Liz Kolb, author of *Toys to Tools: Connecting Student Cell Phones to Education*.

"Ask yourself this, what are the learning objectives? To use a cell phone? To communicate with a cell phone? To use a cell phone to surf the web? Where in state and national standards is cellular technology explicitly required in curriculum? And finally ask yourself this before taking the plunge, am I simply jumping on a fadwagon that will leave my budget drained and I cannot show any authentic learning has taken place. When it comes to using cell phones, I am reminded of the classic Clark Kozma debate. Is it the media or the method?"

*Posted by Michael | October 15, 2007, 9:52 pm*

# Some Statistics

## Informal Action Research

- 126 Sophomores
- Washburn Rural H.S. - Topeka, KS (population 1720)

Anonymous poll asking:

- 1) Do you have your own cell/mobile phone?
- 2) On average, how many text messages do you send in a 24-hour period?
- 3) Have you ever sent a text message during the school day?

# Statistics

## Informal Action Research

### RESULTS:

1) Do you have your own cell/mobile phone?

89% YES

2) On average, how many text messages do you send in a 24-hour period?

65

3) Have you ever sent a text message during the school day?

82% YES

# Why bring it into OUR classrooms?

- It's already here!
- December 2007 marked 15-year anniversary of first text message...It's not going away.
- Meet kids where they are.
- Lucky us! This growing trend involves TEXT and language.

# Handling Our Fears

- Text message “words” in formal writing
- Students texting during class (distracted)
- Increase in spelling and grammatical errors

**ANSWER:** Don't ignore these issues.

- appropriate use
- don't abandon traditional practices and requirements

# As Long As It's Here...

...We may as well use it to our advantage.

# Principles of Text Messaging

- Brevity!
  - as few characters as possible
  - get to the point
- Quick response expected
- Immediate delivery (sent-received)
- Every character counts (letters, symbols, punctuation)
- Redundancy discouraged

# How can we use these?

- Reader response
- Elements of writing (6-trait)
- Grammar

# Reader Response

- Free-writing response from student to either author or character
  - questioning motives
  - addressing actions
  - inquiring about future plans
  - offering advice

# Reader Response

- Write out conversation in text message language between two characters
  - occurring in text
  - not occurring in text
- \* Could lead to a lesson or discussion about differences in dialect

# Reader Response

Five Faves Activity

Giant TM Response Board

# Five Faves Activity

Students Insert Pictures  
and/or Symbols That:

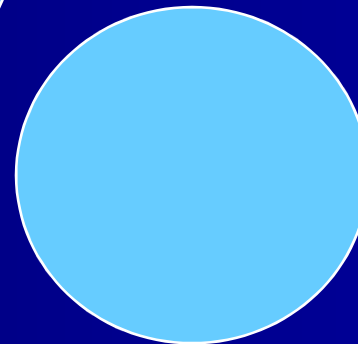
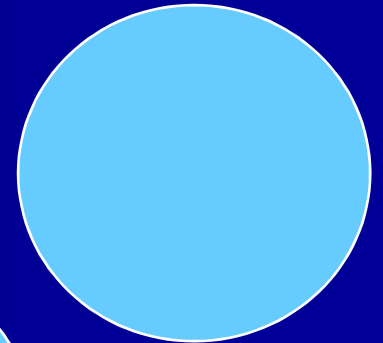
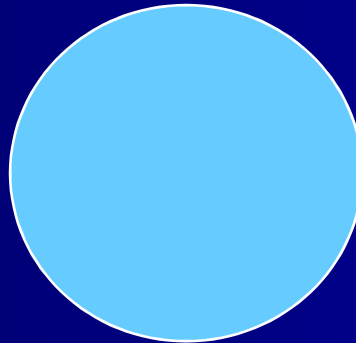
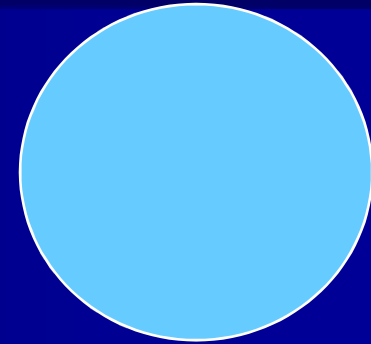
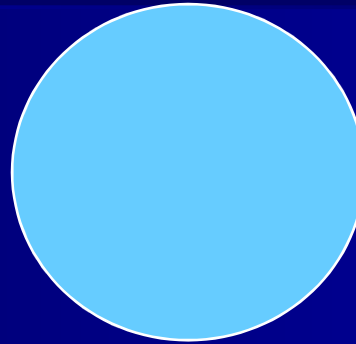
-Represent a character's  
acquaintances

-Represent a character's  
personality traits

-Represent several characters in  
a novel

-Represent how one character  
views five other characters in a  
novel

-(Class Climate Application):  
Represent five characteristics of  
the student



# TM Response Board

## Use this:

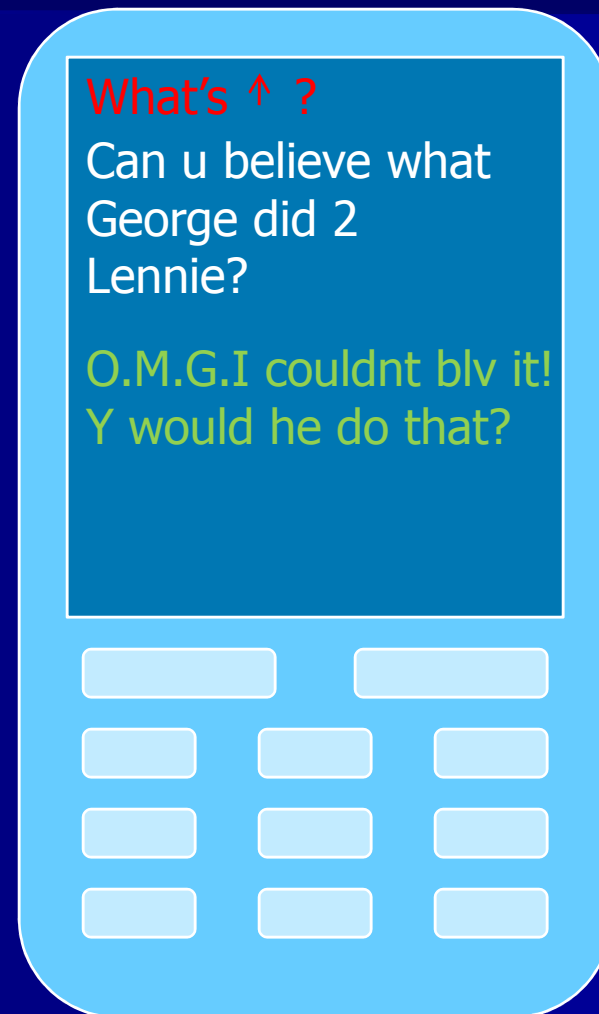
To elicit students' responses to a text.

To elicit students' responses to an assignment, activity or task.

To Post announcements.

For students to post questions for you to answer later in the period.

As a discussion starter.



# Elements of Writing

Use students' knowledge of text messaging practices to address writing issues.

Use principles of text messaging to scaffold more complex writing concepts.

# Elements of Writing

- Diction/Word Choice (Be precise – you're limited!)
- Clarity of Thought
- TMSIDK (Ideas and Content)
- Organization
  - choosing most effective structure for your purposes -- explaining, creating suspense, directing, questioning, persuading

# Grammar in the Context of Their Language

- Grammar as *DE*scriptive, not *PRE*scriptive
- Talk about different grammars instead of only a single, "correct" one.

# Grammar in the Context of Their Language

Using students' work...

- Formal English Grammar
- Teen Hallway Grammar
- Rural Grammar
- Text Message Grammar

# Grammar in the Context of Their Language

Students create rules for the grammar of text messaging. Some rules my students created based on their TM experiences include:

- Capital letters are used only to add emphasis to a particular word or group of words.
- Exclamation points may be used back-to-back to convey extreme emotion. For example, one exclamation point could mean mild happiness, while three in a row conveys extreme excitement.
- The number "4" may be used to mean "four" or "for" and also may be used as part of larger words containing the sound "for" such as "before" (B4), and "forgive" (4gv).

# Grammar in the Context of Their Language

After defining some grammatical rules for text messaging (and maybe some other grammars we discussed in class)...

- compare/contrast activity with formal grammar and text messaging grammar
- discussion about why each is important and why each needs to exist (with different rules)

# Grammar in the Context of Their Language

As students begin thinking about grammar as *DE*scriptive rather than *PRE*scriptive, it has been my experience that:

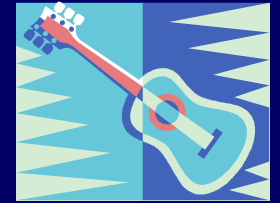
- 1) They are less afraid of formal writing.
- 2) They begin to recognize WHY the rules of a language exist.
- 3) They are more aware of when they are making mistakes, why something is a mistake, and how to correct it.

# In Their Words

"My cell phone is like part of me [...] If I don't have it, I feel like a part of me is missing."

- Presentation College freshman Alyssa Vitense of Oakes, N.D.

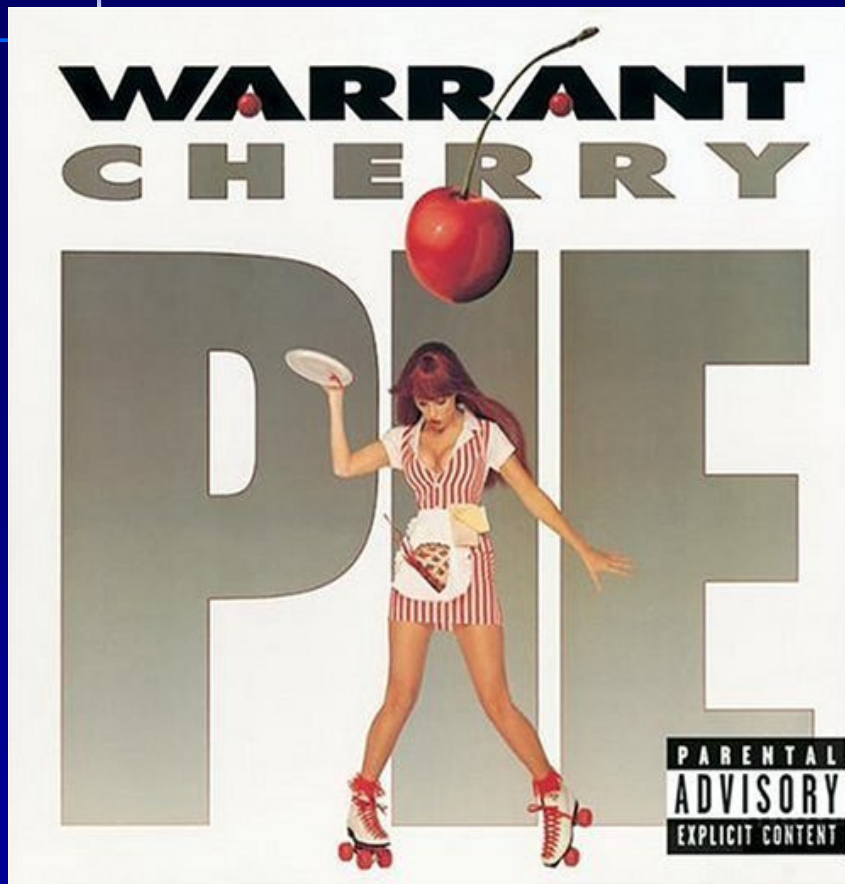
(Source: Mettler, Angela. *Texting: Another way to say hello*. American News. 6 May 2007.)



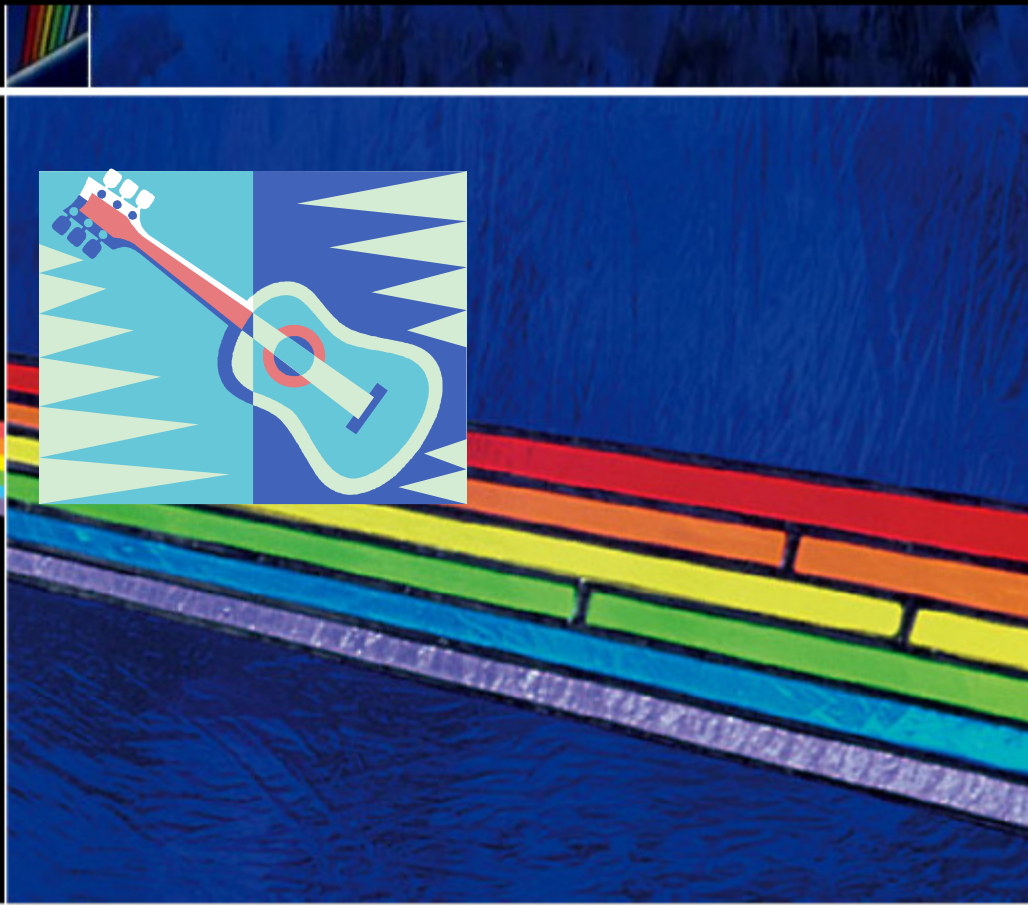
# **“Tuning into Literature: Popular Music Connections to Classic Literature”**



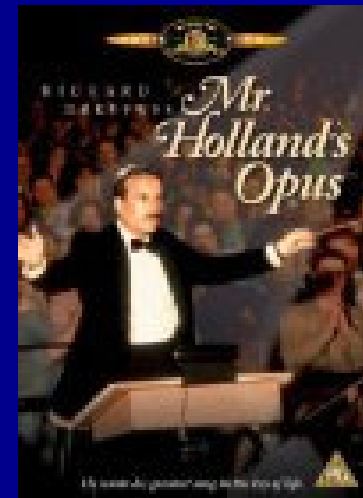
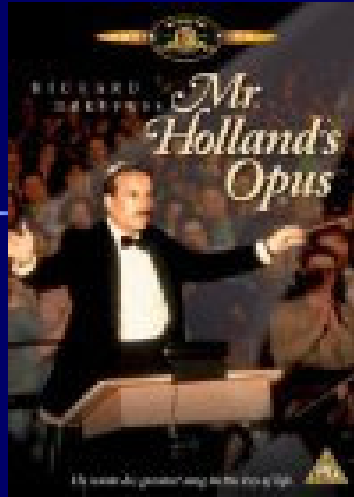
# Music in the Classroom?



PINK FLOYD • THE DARK SIDE OF THE MOON



ALBUM INFO • HISTORICAL INFO • VISUAL EVOLUTION • EPHEMERA



# Applicability...



While there are certainly songs that have no place in schools, are there others that might be acceptable—even welcomed—additions to our curricula and our classrooms?

# to create a climate conducive to learning...

“Emotion and attention (which are central to all activity in the arts) often lead us to important rational behaviors that wouldn’t have emerged if we hadn’t walked through that arts-enhanced doorway. Emotion drives attention, and attention drives learning, problem solving, behavior, and just about everything else.”

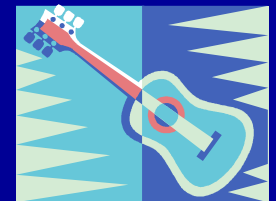
(Sylwester, 1998, p. 35)



# as an instructional tool...

“Music offers great opportunities for communication and expression, for creativity and group cooperation—plus, it’s good for the brain and can enhance learning and intellectual development.”

(Weinberger, 1998, p. 39)



## as an instructional tool...

“Music, when used as a carrier (or accompaniment) to content learning, provides a powerful superhighway straight to the brain. The value of embedding lyrics in music is that learning this way activates emotional responses, as well as memory in the auditory cortex.”

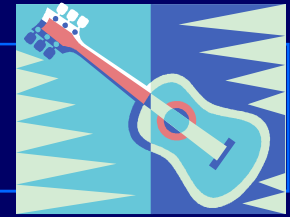
(Jensen, 2000, p. 84)

# as a scaffold to enhance levels of critical thinking...

Morrell and Duncan-Andrade (2002) suggest contemporary song lyrics are “literary texts and can be used to scaffold literary terms and concepts and ultimately foster literary interpretations. [These texts] are rich in imagery and metaphor and can be used to teach irony, tone, diction, point of view [...] theme, plot, motif, and character development.”

(p. 89)

# intertextuality...



“We can perform the same close textual analysis on many song lyrics that literature classes have traditionally done for our canonical texts. We can discuss the social or political implications of songs in the same way we now do with standard literary texts. We can illuminate and make relevant what may appear to our students as the cryptic experiences of obscure humans in ancient times.”

(Luebke, 1995, p. 11)



# HIP-HOP POETRY AND THE CLASSICS

"This book looks up what we all know hip-hop is the global youth language of today's youth, and the poetry of today will be looked back upon as the classic of our era." *David Shields*  
*The Bookings of Hip-hop*

### THE CLASSICS:

- TENNYSON
- KEATS
- FROST
- DICKINSON
- HUGHES
- SHAKESPEARE
- KIPLING
- POE
- SHELLEY
- PLATH
- BLAKE

### THE CONTEMPORARIES:

- TURAC SHAKUR
- RUN DMC
- PUBLIC ENEMY
- MOS DEF
- NAS
- EMINEM
- TALIB KWELI
- KRS-ONE
- NOTORIOUS B.I.G.
- COMMON
- ICE CUBE

Containing material for  
the first 10 minutes  
of the book  
written by  
Michael Ondaatje  
with  
David Shields  
and  
Michael Ondaatje

written by  
ALAN SUTNER &  
MICHAEL CIRILLI



# www.LitTunes.com

LitTunes HOME - Windows Internet Explorer

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http://www.corndancer.com/tunes/tunes\_main.html

LitTunes HOME



**Welcome!**

**The Advocate**

**The Path to Literacy Follows the Beat of a Favorite Pop Tune.**

*By Christian Z. Goering*  
Fayetteville, Arkansas  
November 15, 2007

**Brown transparent spools** from the smashed audio

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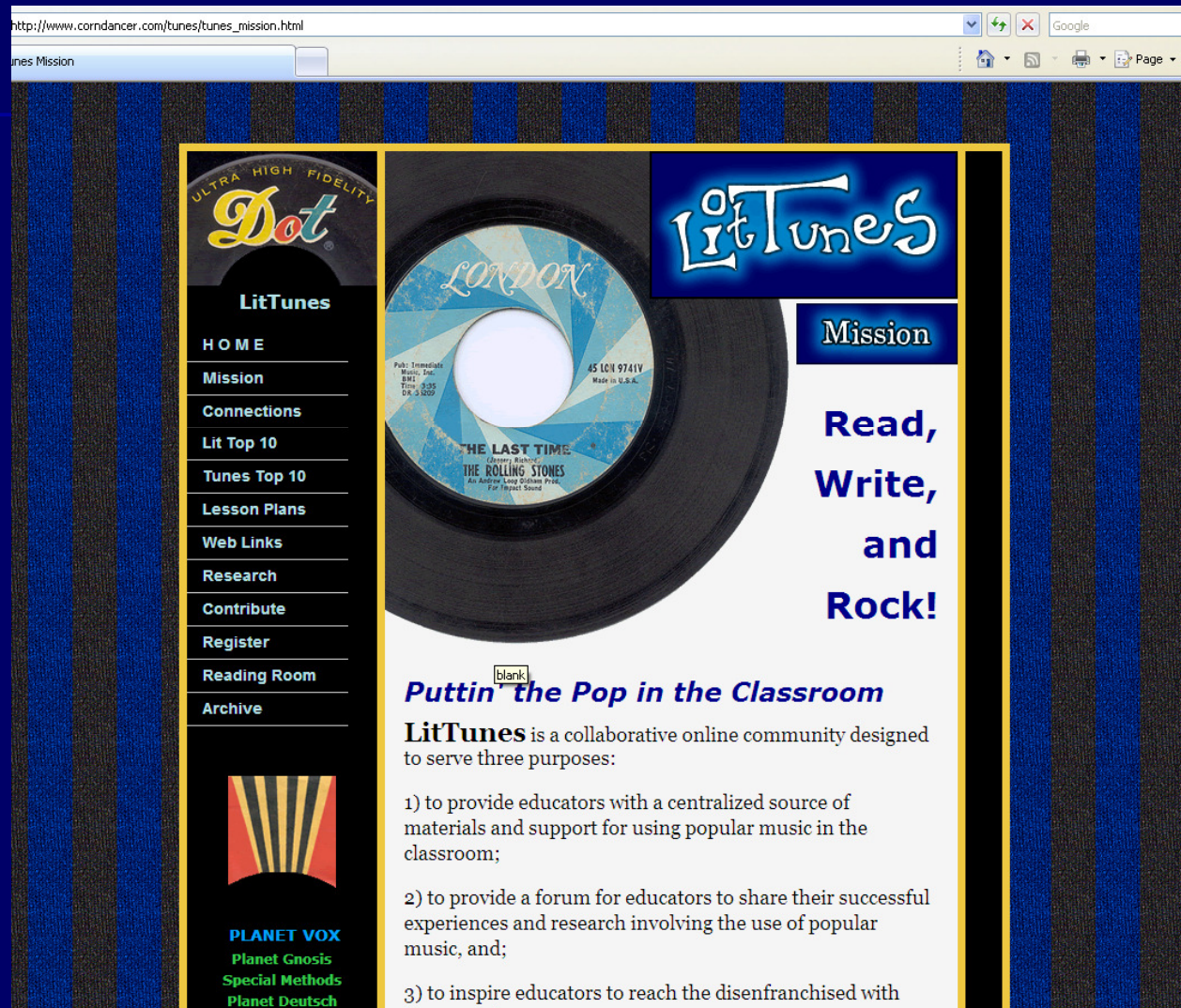
- ⑩ Open access educational outreach
- ⑩ Collaborative
- ⑩ Literacy, literature, literary literacy
- ⑩ Essays, lesson plans, research
- ⑩ Database of over 600 songs
- ⑩ What could you contribute?

# www.LitTunes.com Lesson Plans

The screenshot shows a web browser window with the URL [http://www.corndancer.com/tunes/tunes\\_lesplan.html](http://www.corndancer.com/tunes/tunes_lesplan.html). The page features a navigation menu on the left with the following items: HOME, Mission, Connections, Lit Top 10, Tunes Top 10, Lesson Plans, Web Links, Research, Contribute, Register, Reading Room, and Archive. Below the menu is a logo for PLANET VOX and a list of categories: Planet Gnosis, Special Methods, Planet Deutsch, Planet Clio, and Planet I E P. At the bottom of the menu area, it says CORNDANCER HOME Ron Fritze.

The main content area features a large image of a vinyl record with the label "ATLANTIC" and "I'M SO HAPPY NOW" by THE YOUNG RASCALS. To the right of the record is a box titled "Lesson Plans" with the text "Activities and Lessons to Enhance Literacy and Inspire Writing". Below this is a banner for "Lit Riffs: A LitTunes Lesson Plan" with the subtitle "Imagination". The text below the banner reads: "In a discussion of music and imagination, students will brainstorm about how songs and melodies can be interpreted to fit one's personal viewpoint. Then they will complete a quickwrite inspired by a song. The student-driven **Lit Riffs Lesson Plan** allows teachers in one class period to explore the LitTunes concept of connecting music to literacy instruction." Below this text is the attribution: "Submitted by Reese Neal of Fayetteville, Arkansas". At the bottom of the page, there is a small image with the text "the fragility of life" and "Addressing sensitive Themes of Suicide, Death, and Carpe Diem".

# www.LitTunes.com Rationale



http://www.comdancer.com/tunes/tunes\_mission.html

Google

unes Mission

ULTRA HIGH FIDELITY  
**Dot**  
LitTunes

HOME  
Mission  
Connections  
Lit Top 10  
Tunes Top 10  
Lesson Plans  
Web Links  
Research  
Contribute  
Register  
Reading Room  
Archive

**LitTunes**

**Mission**

**Read,  
Write,  
and  
Rock!**

**Puttin' the Pop in the Classroom**

**LitTunes** is a collaborative online community designed to serve three purposes:

- 1) to provide educators with a centralized source of materials and support for using popular music in the classroom;
- 2) to provide a forum for educators to share their successful experiences and research involving the use of popular music, and;
- 3) to inspire educators to reach the disenfranchised with

**PLANET VOX**  
Planet Gnosis  
Special Methods  
Planet Deutsch

# www.LitTunes.com Song to Lit. Connections

http://www.corndancer.com/tunes/tunes\_db.html - Windows Internet Explorer

File Edit View Favorites Tools Help Links COEHP Google U of A Weather LitTunes UA Exchange

http://www.corndancer.com/tunes/tunes\_db.html

http://www.corndancer.com/tunes/tunes\_db.html

### Suggestions for Pairing Contemporary Music and Canonical Literature

\* Song was inspired by the artist's reading of the classic work. Confirmed either through album liner notes or published interviews that specifically mention the artist's sources of inspiration  
updated February 27, 2008

Canonical Author	Title of Canonical Work	Song Title	Performer	Album	Year
Achebe, Chinua	<i>Things Fall Apart</i>	* "Act Won (Things Fall Apart)"	The Roots	<i>Things Fall Apart</i>	1999
Albom, Mitch	<i>Tuesdays with Morrie</i>	"Live Like You Were Dying"	Tim McGraw	<i>Live Like You Were Dying</i>	2004
Allende, Isabel	<i>Paula</i>	* "Paula Ausente"	Marta Gomez	<i>Songs Inspired by Literature-Chapter Two</i>	2003
Ambrose, Stephen	<i>Nothing Like It in the World</i>	* "The Balad of Poker Alice"	Larry Kenneth Potts	<i>Songs Inspired by Literature-Chapter Two</i>	2003
Anaya, Rudolfo	<i>Bless Me, Ultima</i>	"Angel in Manhattan"	Ellis Paul	<i>Translucent Soul</i>	1998
Anderson, Laurie Halse	<i>Speak</i>	"Vienna"	Billy Joel	<i>The Stranger</i>	1996
Anderson, Laurie Halse	<i>Speak</i>	"I'm Just A Girl"	No Doubt	<i>Tragic Kingdom</i>	1995
Anderson, Laurie Halse	<i>Speak</i>	"Stand"	Rascal Flatts	<i>Me and My Gang</i>	2006
Anderson, Laurie Halse	<i>Speak</i>	"Just a Girl"	No Doubt	<i>Tragic Kingdom</i>	1995
Anderson, Laurie Halse	<i>Speak</i>	"Shock the Monkey"	Peter Gabriel	<i>Security</i>	1982
Angelou, Maya	"Still I Rise"	"Cell Therapy"	Gnodie Mob	<i>Dirty South Classics</i>	2003
Angelou, Maya	"Still I Rise"	"Come Into My House"	Queen Latifah	<i>All Hail the Queen</i>	1989
Angelou, Maya	"Still I Rise"	"The Miseducation of Lauryn Hill"	Lauryn Hill	<i>The Miseducation of Lauryn Hill</i>	1998
Angelou, Maya	"Still I Rise"	"Waterfalls"	TLC	<i>CrazySexyCool</i>	1994
Angelou, Maya	<i>I Know Why the Caged Bird Sings</i>	"The Cloud Song"	Jess Klein	<i>Draw Them Near</i>	2000
Angelou, Maya	"Still I Rise"	"Still I Rise"	Tupac - Outlawz	<i>Still I Rise</i>	2001
Angelou, Maya	<i>Phenomenal Woman</i>	"Phenomenal Woman"	Anu-Sun	<i>Bohemian Chocolate</i>	2005
Anonymous	<i>The Weaver</i>	"Respiration"	Mos Def	<i>Respiration</i>	1999
Amow, Harriette	<i>The Dollmaker</i>	"The Cloud Song"	Jess Klein	<i>Draw Them Near</i>	2000
Auden, W.H.	"Unknown Citizen"	"Jeremy"	Pearl Jam	<i>Ten</i>	1991
Austen, Jane	<i>Pride and Prejudice</i>	"Accidentally in Love"	Counting Crows	<i>Films About Ghosts: The Best of the Crows</i>	2004
Austen, Jane	<i>Pride and Prejudice</i>	"Let's Get Married"	Jagged Edge feat. Run DMC	<i>J.E. Heartbreak</i>	2000
Avi	<i>Nothing But the Truth</i>	"I Walk Alone"	Green Day	<i>American Idiot</i>	2004
Baca, Jimmy Santiago	"Immigrants in Our Own Land"	"Every Ghetto, Every City"	Lauryn Hill	<i>The Miseducation of Lauryn Hill</i>	1998
Baca, Jimmy Santiago	"Immigrants in Our Own Land"	"The World is a Ghetto"	Geto Boys	<i>The Resurrection</i>	1996
Baldwin, James	<i>Go Tell It on the Mountain</i>	"Angel in Manhattan"	Ellis Paul	<i>Translucent Soul</i>	1998
Baldwin, James	<i>If Black Isn't A Language</i>	"Crack Music"	Kanye West	<i>Late Registration</i>	2005
Baum, L. Frank	<i>The Wizard of Oz</i>	* "Goodbye Yellow Brick Road"	Elton John	<i>Goodbye Yellow Brick Road</i>	1973
Baum, L. Frank	<i>The Wizard of Oz</i>	* "I'm That Type of Guy"	LL Cool J	<i>Walking with a Panther</i>	1989
Beals, Melba Patillo	<i>Warriors Don't Cry</i>	"The Cloud Song"	Jess Klein	<i>Draw Them Near</i>	2000
Beckett, Samuel	<i>Waiting for Godot</i>	"Angel in Manhattan"	Ellis Paul	<i>Translucent Soul</i>	1998
Beckett, Samuel	<i>Waiting for Godot</i>	* "He Can't Come Today"	Ray Manzarek	<i>Songs Inspired by Literature-Chapter One</i>	2002
Bellow, Saul	<i>Henderson the Rain King</i>	* "Both Sides Now"	Joni Mitchell	<i>Both Sides Now</i>	2000
Bellow, Saul	<i>Henderson the Rain King</i>	* "Rain King"	Counting Crows	<i>August and Everything After</i>	1993
Bernal, Misty	<i>She Said Yes</i>	"Youth of the Nation"	P.O.D.	<i>Satellite</i>	2001
Blake, William	"Jerusalem the Emanation of the Giant Abion"	* "Blake's Jerusalem,"	Billy Bragg	<i>The International</i>	1990
Blake, William	"Jerusalem the Emanation of the Giant Abion"	* "Let the River Run"	Carly Simon	<i>Working Girl Soundtrack</i>	1989
Blake, William	"Songs of Innocence and Experience"	* "Chemical Wedding"	Bruce Dickinson	<i>Chemical Wedding</i>	1998
Botland, Hal	<i>When the Legends Die</i>	* "Cherokee Bend"	Gordon Lightfoot	<i>Cold on the Shoulder</i>	1975
Bourdillon, Frances	"The Night Has a Thousand Eyes"	"Paid In Full"	Rakim	<i>Paid In Full</i>	2003

## Connections

- ⑩ The song is inspired by literature directly.
- ⑩ The song connects thematically to a text.
- ⑩ The song connects to the setting of the text
- ⑩ The song connects to a character in a work somehow.
- ⑩ The song connects tonally in that authors may be writing from similar perspectives.
- ⑩ The song's plot is similar to the plot of a particular piece of literature.

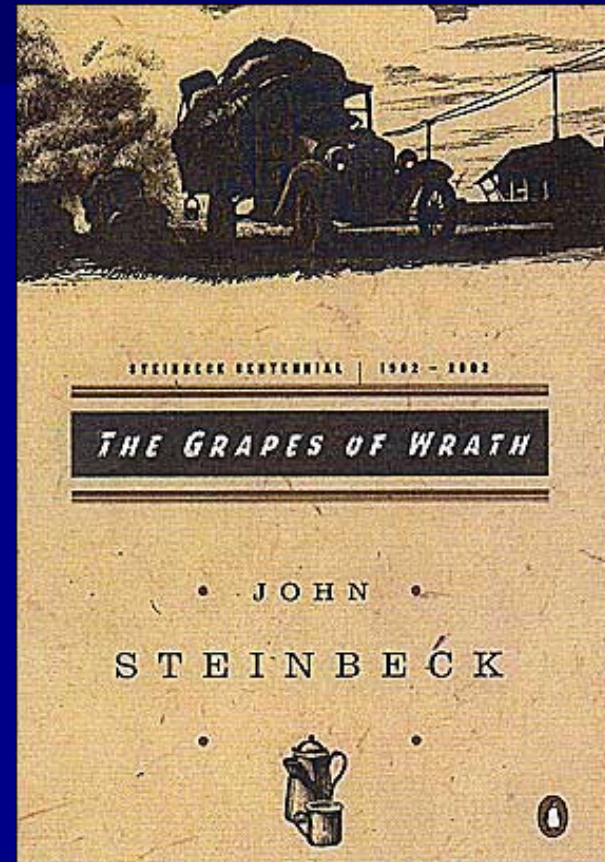
# *The Grapes of Wrath*

⑩ Bruce Springsteen, “The Ghost of Tom Joad”

⑩ Woody Guthrie, “Tom Joad Part 1”

⑩ Woody Guthrie, “Tom Joad Part 2”

⑩ Chris Knight, “The Broken Plow”



Canonical Literature	Song Title and Artist
<i>Romeo and Juliet</i>	“Teenager” by Better Than Ezra “One Last Breath” by Creed “Romeo and Juliet” by Blue Oyster Cult
<i>To Kill a Mockingbird</i>	“Losing My Religion” by R.E.M. “Man in Black” by Johnny Cash “Imagine” by John Lennon
<i>The Adventures of Huckleberry Finn</i>	“Song for America” by Kansas “Southern Accent” by Tom Petty “Born to Run” by Bruce Springsteen
<i>The Great Gatsby</i>	“Boats Against the Current” by Eric Carmen “Superman (It’s Not Easy) by Five For Fighting “Only in America” by Brooks and Dunn
<i>Native Son</i>	“Hurricane” by Bob Dylan “Folsom Prison Blues” by Johnny Cash “One” by Creed

# “Broken Plow”



## **Broken Plow**

**By Chris Knight - *The Jealous Kind***

**Load up the old Dodge truck  
We'll leave what we can't sell  
Nobody needs a sharecropper's tools or a dust filled well  
Take you one last look around shed you one last tear  
For the broken plow, the broken dreams  
And the life we're leaving here**

**Pull the lines down tight  
The kids can ride on top of the load  
In the cool of the night  
They can crawl underneath the tarp  
To stay out of the cold  
Eleven hundred miles of mountain and sand  
We'll cross `em tired and torn  
If this beat up truck can carry us  
Far enough away from the storm**

**Chorus: We're going to California  
There's work there for a man  
Too proud to beg for charity  
Too poor to make a stand  
Pray it's just the land we're losing  
Not my life's blood that I leave  
On the handles of that broken plow  
That haunts me in my dreams**

**A man at a roadside station  
Don't like dealing with my kind  
He'd beat me out of my last dollar  
And never look me in the eye  
I heard 'em call us Okies  
Hell I don't know what that means  
But something tells me the promised land  
Ain't as promising as it seems**

## **Chorus**

**Bridge: This restless road is full of strangers  
They ain't no stranger than I am  
Hardened faces damn the dust and curse the wind  
That drove us from this life and home  
We'll never know again**

## **Chorus**

**On the handles of my broken plow that haunts me in my  
dreams**

The muleteer of Spain carols with the early lark, amid the stormy mountains of his native land. The vintager of Sicily has his evening hymn; the fisherman of Naples his boat-song; the gondolier of Venice his midnight serenade. The goatherd of Switzerland and the Tyrol, the Carpathian boor, the Scotch Highlander, the English ploughboy, singing as he drives his team afield, peasant, serf, slave, all, all have their ballads and traditional songs. Music is the universal language of mankind, poetry their universal pastime and delight.

-D.H. Lawrence in *Outre-Mer: A Pilgrimage Beyond the Sea* (1835)

In *The Closing of the American Mind*, Allan Bloom (1987) lambastes contemporary music as having “one appeal only, a barbaric appeal, to sexual desire—not love, not eros, but sexual desire undeveloped and untutored.”

“It acknowledges the first emanations of children’s emerging sensuality and addresses them seriously, eliciting them and legitimating them, not as little sprouts that must be carefully tended in order to grow into gorgeous flowers, but as the real thing.”

(p. 73)

“Rock music encourages passions and provides models that have no relation to any life young people who go to universities can possibly lead, or to the kinds of admiration encouraged by liberal studies.”

(Bloom, 1987, p. 80)

## Musical Intertextuality

Reading a text while purposefully attempting to connect the characters, themes, plot, setting, and/or tone of the text to existing musical knowledge

## *Of Mice and Men Project*

- ⑩ Directed reading
- ⑩ 5 participants
- ⑩ 98 original connections
- ⑩ Guthrie's "Blowin' Down the Old Dusty Road" three times
- ⑩ Artists: Guthrie, Springsteen, Gillian Welch, Tom Waits

“If we teach as we taught  
yesterday, we rob our  
children of tomorrow.” –  
John Dewey

# “Would Huckleberry Finn and Holden Caulfield Be Facebook Friends?”

facebook

Facebook helps you connect and share with  
the people in your life.



# More than ever before

Social Networks are online opportunities for people to share, presumably with other people they know, thoughts, experiences, responses, and space on the World Wide Web.

Facebook, MySpace, eHarmony,  
Linkedin, Ning, Blogger

# Social Networking

- Our students are finally doing what we have always wanted: Reading and writing for pleasure more than ever before
- Should teachers be on Facebook and MySpace or just know about them?
- Not so fast!

# Should Teachers Be There?

- Yes.
- With the knowledge that everything they write on these sites is potentially public information.
- With self imposed parameters in terms of contact with current students
- With the goal of understanding adolescents and nurturing the writing that takes place

# Educational Benefits

- Finding common ground with students' language, interests, and reality
- Writing process in the recursive nature of the web
- Social networking between students, schools, states, and in a global society
- Media literacy--Discussion of Internet risks and benefits
- Critical literacy-why would this person say \_\_\_\_\_?
- Literature discussions

# Teaching Responsibility

“You teach! You have frank discussions. You show them examples and ask them to make ethical decisions. You ask: What does it mean that fifteen-year-old kids are calling themselves nineteen and posting racy pictures online? What does it mean that college kids are posting raunchy spring break pictures that a prospective employer can find? The idea that we are the stories we tell has never been more important. Schools have always taught kids how to present themselves -- that's why we did oral presentations in the classroom. Now we need to teach them to present themselves electronically. That's why it's so scary to lock these technologies out.” From *Edutopia*, April 2007

# How I started...

- Students worked from a Microsoft Word template
- We had serious conversations (and edit time) as the work was being done.
- Model



Name:

Your Picture:

Your Motto/Quote:

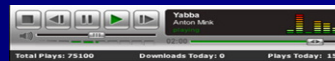
Male/Female:

Birth date:

Current Town: Where do you live right now?

**is In Your Extended Network (Do you have a nickname? Put it here.)**

About Me:  
In 6-10 sentences, describe yourself.



Song: Type song title here

**General:**

Music:

T.V. Shows:

Movies:

Books:

Heroes:

**Hometown:** Do you consider another place home? List it here.

**Religion:** Share if you wish

**Zodiac Sign:** Share if you wish

**Education:** List all the high schools you've attended.



Who I'd Like to Meet: List 3-5 people that you would like to meet someday.

**Your Top 3: List and Illustrate the 3 most important or influential people in your life.**

Name <input type="text"/>	Name <input type="text"/>	Name <input type="text"/>
Picture <input type="text"/>	Picture <input type="text"/>	Picture <input type="text"/>

**View Comments**

Listing 1-2 of 2      1 of 1

Name <input type="text"/>	<b>Sep 8, 2006 7:35 PM</b>
And Picture <input type="text"/>	How would your friends and family characterize you? From their perspective, write a comment that hints at an aspect of your personality.
	
	<b>Jul 2, 2006 8:01 PM</b>
	Sample: Hey Susie~ Thank you for helping at the carnival. I can always depend on you!

Listing 1-2 of 2      1 of 1


# Student Example

Help | SignUp

myspace.com  
a place for friends

Web | MySpace | People | Music | Music Videos | Blogs

powered by Google



**\_\_&Ciara;;**

Do What Makes You Happy. Be With Who Makes You Smile. Laugh As Much As You Breathe & Love As Long As You Live.

**Female**

**November 26th**

**Fort Riley, Kansas**

**Ciara bka CeeBreeze =] is very excited.**

About Me:

**wetso cool**

ice cubes are jealous

**OOPS!**

DID MY SARCASTIC HURT YOUR FEELINGS?

get over it.

It's funnier now that I get it.

**I RUN WITH SCISSORS**

It makes me feel dangerous.

My government name is Ciara Ward. Most people don't think the name fits me so, my best friends call me; Cee, Breeze, or CeeBreeze. I love to text (I'm Textually Active =], I love to shop (WetSeal is the best =), Last but Not Least... I love to HAVE FUN! If you see me around, I'd probably be laughing or smiling. I'm known for my goofy laugh. It's loud & obnoxious! I'm a freshman at JCHS- Home of the Blue Jays.

**WHOOT-WHOOT!**

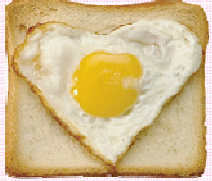
That's about it... I hope you learned something today.

ICONS ARE FOR **LOSERS**

OH SHIT...

*"Bide Or Die" By: Ass Head*

**General:**  
School, Shopping, Texting, Family, Friends, Talking, Eating, Having Fun.



**Music:**  
All Kinds... I love Music.

**T.V. Shows:**  
I Like Watching Cartoons.




**Movies:**  
Scary Movies \*Evil Laugh\*

**Books:**  
Who Needs Books?? When You Have Computers =]

**Hometown:** Virginia

**Education:** Freshman

**My Besties for the Restie**

Brandon	Kemonv!	Fab. Four
		

# Theory into practice

Using student-centered discussion models to parse current issues with social networking sites, using articles, news stories, etc.

- cyber bullying
- online stalking
- identity theft
- appropriateness
- private vs. public conversation

# Theory into practice

## Character Analysis

- Create a facebook or myspace page for an author or novel character.

Who would this person's friends be?

What kind of pictures would he or she post?

What kinds of wall messages would be displayed?

What kind of music would they listen to?

What are they reading?

What are their political viewpoints, religious, etc?

## THEE Alexander Pope



*"A man should never be ashamed to own he has been wrong, which is but saying, that he is wiser today than he was yesterday."*

Gender: Male

Age: 56

Location: London England

Alexander Pope is in your extended network.

### A Little Something Interesting:

I am a poet best known for my *Essay on Criticism*, *Rape of the Lock* and *The Dunciad*. I am the son of Alexander and Edith Pope. I suffered many diseases as a kid such as Pott's Disease. My first poem *Ode to Solitude*, at the age of twelve. If you want to know anything else just ask.

### Who I'd Like To Meet:

I would like to meet Homer and Shakespeare because I was fascinated with their work since I was a child.

**General:** My grotto and gardens. Poetry.

**Music:** Classical

**Theatrical Productions:** Shakespeare's plays.

**Books:** Pastorals, An Essay on Criticism, The Rape of the Lock, Windsor Forest, Translation of the Iliad, Eloisa to Abelard, Elegy to the Memory of an Unfortunate Lady, Translation of the Odyssey, The Dunciad, Essay on Man, The Prologue to the Satires

**Heroes:** Homer and Shakespeare

### THEE Alexander Pope's Top Friends:



John Gay Jonathon Swift John Arbuthnot Richard Steel



Will Wycherley Joseph Addison Elijah Fenton John Caryll

[View the rest of THEE Alexander Pope's friends:](#)

### Person's Details:

**Status:** Single

**Orientation:** Straight

**Hometown:** London, England

**Religion:** Roman Catholic

**Zodiac:** Gemini

**Children:** None

**Education:** Graduated School



### Schools:

The first school that I attended was Twyford but after writing a satire about my teacher I was expelled from Twyford. I then went to Clandestine Catholic School, Hyde Park Corner where I graduated from.

### Comments:

Elijah Fenton



If you need any more help revising any of your work the just let me know.

John Gay

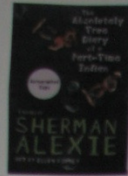


Forming the Scriblerus Club was a great idea. When do you want to start to satirize the ignorance Martnius Sciblerus?

Will Wycherley



I'm so glad that John Caryll introduced us, you're a hell of a guy.



THE FOOTBALL CREW is hoping Junior makes the team.

THE PURPLE PEACHES are in love with Penelope.

Book: The Absolutely True Diary of a Part-Time Indian

AUTHOR: Sherman Alexie

OTHER: Partly Autobiographical  
Sherman Alexie is an award-winner

### FRIENDS ▼



Matthew Johnathan Andy



Terry Mark Dillon



Gabriel Carson Fred

### MINI-FEED

TODAY:

Hour 1: We discussed loyalty to friends and family.

Hour 5: We wondered about stereotypes of Native Americans.

### THE WALL ▼

OERTEL SAYS: It sounds like you are addressing some serious themes - loyalty, prejudice, etc. Do you think Junior handles his challenges in a more or less mature way than you would? How so? What might you do differently than him?

THE FOOTBALL CREW SAYS:  
We love this book!

### PHOTOS ▼



It's All About Historical Context!



She so niches she was reading our book!

# Theory into practice

Small groups or cross-section  
collaboration and communication

Literature Circles

- student choice-based
- students in multiple sections reading  
the same book

# NING—Class discussion guide in an AP classroom

The screenshot shows a Ning website for 'MS. MONTALVO'S AP LANGUAGE 2008-2009'. The page features a navigation bar with links for Home, Events, My Page, Messages, Friends, Videos, Forums, Events, Blogs, and Minutes. A central area displays a 'Welcome! Add Your Title Here' message and a 'Select Activity' dropdown menu. Below this, there is a 'What's Hot!' section with a list of articles, including 'California's New...'. A 'Most Popular' section from CNN.com is also visible, listing top stories such as 'Disney says goodbye to Shrek' and 'Dilbert's wife's new boss'. The right sidebar contains a user profile for 'Clean Montalvo' and several article teasers, including 'Rachel Ray's Diet' and 'Read How I lost 90 Pounds Without Dieting'. The bottom of the page includes a 'My Blog' section with a 'Comment Event News' entry and a 'Comment Wall' for user interaction.

www.ning.com

# Creating a classroom blog or wiki

- Can be used as a way to communicate with students & parents
- Useful in both elementary and secondary classrooms
- Control remains in the hands of creator or administrator.
- Classroom discussions, observations, and research can be documented.

# Wetpaint—Classroom Wiki for an Elementary Classroom

www.wetpaint.com

The screenshot shows a Wetpaint website interface for a classroom wiki titled "Miss Erickson's 1st Grade". The page features a navigation menu at the top with links for Home, Discussion Forum, What's New, Photos, Members, To-Do, and Invite. A search bar is located on the left side. The main content area displays a welcome message for user "lizerickson" and a list of site pages including Home, Class Weekly Calendar, Class Monthly Calendar, Miss Erickson's Classroom Schedule, Surprise Box, Sneaks, and Spelling Words. The main text area contains several announcements:

- \* A note went home on Friday about Education Week. It said you could come and observe the classroom during 10:30-11:00. A BETTER TIME FOR YOU TO COME AND ASSIST IN THE CLASSROOM WOULD BE ANYWHERE BETWEEN 2:30-3:30**
- \* Items for our feast need to be in by November 17th! (Unless you are bringing a fresh food item, those can be sent the day before or the day of.)**
- \*November's Book-It went home. Make sure to keep it and post on your refrigerator.**
- \* It's starting to get colder outside, make sure you send your child to school with a coat.**
- \* A copy of the 2nd quarter math skills went home make sure to practice those skills.**

Below the announcements, there is a "Threads" section with a table listing forum threads:

Started By	Thread Subject	Replies	Last Post
lizerickson	Fall Party	1	Oct 30 2008, 10:27 PM EDT by <a href="#">ajides</a>

The page also includes a sidebar with a profile picture of Miss Erickson, a "Feedback" section, and a "Believe In Zero" advertisement at the bottom left.

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