

Unit VI: Remembrance and the Creation of Memory

Grade Levels: 6-8

Time: 80 minutes

Lesson MVI-15: Using Music to Remember and Memorialize

Objectives:

- Students will demonstrate their understanding of music as a vehicle through which to express themselves.
- Students will explain how music can help heal in time of tragedy.
- Students will be able to give examples that demonstrate the value of music as a means of remembering and memorializing.

Key Terms:

Memorialize

Commemorate

Materials:

Lyrics of the songs: "The Rising," "United We'll Stand," and "Imagine."

- <http://www.brucespringsteen.net/songs/TheRising.html>
- <http://www.youtube.com/watch?v=JOm-ulPzqpl> http://www.lyricsfreak.com/bruce+springsteen/the+rising_20025196.html
- http://www.patriciawelch.com/united_lyrics.htm
- http://www.lyricsmode.com/lyrics/j/john_lennon/imagine.html
- http://www.last.fm/music/John+Lennon/_/Imagine
- http://www.lyricsfreak.com/j/john+lennon/imagine_20254371.html
- <http://www.patriciawelch.com/videos.htm>

(Click on the link "United We Stand mp3" at the bottom of the page for a musical version of the song "United We Stand.")

Activities/Procedures:

1. Discuss the power of music, the effect it may have on the listener. Share personal reactions to particular songs, i.e. the connection/reaction one has and the reasons behind those connections/reactions.
2. Discuss the power of music to heal an individual/a nation.
3. Is it necessary for this type of music to cause sadness to be effective? Why? Why not? Give examples.
4. Do you think this is only an American practice? Explain.
5. Have students listen to music written for 9/11 or songs that may parallel with this event, i.e. Bruce Springsteen's "The Rising." (See web sites above for lyrics.)
6. Check out <http://www.9-11Songs.com> for examples of other songs of remembrance for 9/11. (Songs written by Hank Fellows.) Patriotic songs may also be appropriate.
7. After discussion, distribute the lyrics and play "United We'll Stand" by Patricia Welch. (http://www.patriciawelch.com/united_lyrics.htm) (<http://www.patriciawelch.com/videos.htm> click on the link "United We Stand mp3" at the bottom of the page for a musical version of the song). Students will read the lyrics while listening to the music. Some follow up questions may include:
 - Why is it important for the world to see the United States as "united?"
 - Is this unity/united front important in other aspects of life as well?
 - What does the phrase "children of freedom" mean?

- Why is it significant to the impact of this song?
- Why is it important to remember events such as 9/11, Pearl Harbor, the end of WWII?

8. Brainstorm a list of other events.

- Why do you think music has been written to remember/honor/commemorate events such as these?
- Why do we, as Americans, hold certain buildings or memorials in such high regard?
- What significance does the destruction of such a building or memorial have?
- The lyrics suggest that both police and firefighters emerged as “a new brand of hero.” Do you think this is true? Why or why not? Were they heroes before the incidents of 9/11?

Alternate activities:

- In lieu of discussion, students may be asked to write a personal reaction to these questions.
- The class may divide into smaller groups for the discussion and report back to the larger group.
- A debate could be organized around one of the questions or around an issue that emerges.
- Students could write editorials to a newspaper voicing their opinions of remembering 9/11.
- Choose a familiar song and have students rewrite the lyrics in honor of the victims of 9/11, the events of 9/11, the effects of 9/11, etc.

Evidence of Understanding:

Using John Lennon’s song, “Imagine,” ask students to write new lyrics as a class to be performed by a choral group at a 9/11 Commemorative Day program. (See Internet addresses above.)

Extension Activity: Taking Action and Giving Service:

For interested individual students or as a class project, try rewriting the words to Billy Joel’s “We Didn’t Start the Fire.” The site listed below gives you the history behind each entry in the lyrics. The version written by your classroom would focus on the history of 9/11, the events, the people, the consequences, etc.

http://en.wikipedia.org/wiki/We_Didn't_Start_the_Fire