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CI 401- Conceptual Literature Unit

11/14/12

*Teenage Dream* by Katy Perry

* Introduction: There are many different ways to portray a poem. Often, the performance of a poem will change our understanding of the work. We are exploring the way performance affects *Teenage Dream* by Katy Perry. By exploring the music video, the first performance of the song on the TV show *Glee*, and the most recent performance on *Glee,* the students will see how radical the interpretation of a text can be. Students will watch all three versions in class and explore how their view of the song changes as the performer treats the song in a different style.
* **Standards:**
  + [CCSS.ELA-Literacy.RL.9-10.7](http://www.corestandards.org/ELA-Literacy/RL/9-10/7/) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
  + [CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) 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 of the text.
* Opening (5 minutes)
  + Hand out song lyrics to the students
    - <http://www.metrolyrics.com/teenage-dream-lyrics-katy-perry.html>
  + Read lyrics out loud to class
  + Discuss what the song is about as a class
    - Major themes, narrator, style, who speaking to, general meaning of song
  + Introduce the lesson plan
    - Going to watch 3 different versions of this song, see how their view of the song, narrator, themes change
* Katy Perry Music Video (15 min)
  + Watch the official music video for the song
    - <http://www.youtube.com/watch?v=98WtmW-lfeE>
  + Students will write down their thoughts on what the song was about, what the song was trying to show, and what the context was
  + Discuss the video as a group
    - Is this how you imagine the song to be interpreted
    - What is the song about
    - Who is the narrator speaking to
    - What does the narrator want
* First Glee Video- Teenage Dream - Warblers (15 min)
  + Explain the context of the video
    - The lead singer, Blaine, is a gay teen who is the lead in the singing group The Warblers. He has just met Kurt, the boy he speaks to in the beginning. As the show progresses, they start to date and fall in love
  + Watch the performance video
    - <http://vimeo.com/18380482>
  + Students will write down their thoughts on what the song was about, what the song was trying to show, and what the context was
  + Discuss the video as a group
    - Does this interpretation fit with your understanding of the text
    - What is this song about
    - Who is the narrator speaking to
    - What does the narrator want
* Second Glee Video- Teenage Dream - Darren Criss (15 min)
  + Explain the context of the video
    - Blaine and Kurt have now been dating for over a year. They are currently in a long distance relationship that has become strained. Blaine surprises Kurt by visiting him in New York. They go to a karaoke bar with friends and Blaine decides to perform.
  + Watch the performance video
    - <http://www.youtube.com/watch?v=3vO3ZaWH15U>
  + Students will write down their thoughts on what the song was about, what the song was trying to show, and what the context was
  + Discuss this video as a group
    - Does this interpretation fit with your understanding of the text
    - What is this version of the song about
    - Who is the narrator speaking to
    - How has the narrator’s relationship changed from the past video
    - How has the emotions changed from the past versions of the song
    - What does the narrator want
* Closing (5 min)
  + Have students think about which version they felt fit the song’s message the best and why?
  + Was this different than the one they enjoyed the most to watch?
  + Any other styles they would find effective?
  + They will write a paragraph describing their thoughts on these questions and turn them in next class period
* [CCSS.ELA-Literacy.RL.9-10.7](http://www.corestandards.org/ELA-Literacy/RL/9-10/7/) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
  + The students will be watching three very different versions of the same song. Each of these versions explores different themes, ideas, contextual situations, etc. They will see how the performance changes the theme of the song as well as see which performance fits with their idea of what the song should be, based on the lyrics.
* [CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) 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 of the text.
  + In each version of the song, students will need to find what the major themes of the text. They will then participate in a discussion as a whole class that will help the group explore these topics. In discussion the students will need to cite specific parts of the performance to prove why their ideas are correct and supported by the performance.