'Twas the Night Before Christmas Parody

Kate Baker

Students use sound to enhance poetic parody.

Objectives:

Students will...
- Acquire knowledge of poetic structure
- Practice digital literacy skills
- Create poetry modelled after an existing poem
- Enhance a text using sounds and music
- Practice interpersonal skills
- Practice presentation skills
- Practice verbal communication skills
- Publish writing for an audience
- Use digital tools to enhance writing
- Engage in the writing process

Target Age Group:

- Middle School Language Arts
- Grades 7-8

Learning Objectives from the Common Core State Standards addressed in this lesson

CCSS.ELA-LITERACY.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

CCSS.ELA-LITERACY.RL.7.5

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CCSS.ELA-LITERACY.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-LITERACY.W.8.3

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CCSS.ELA-LITERACY.W.8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

BEFORE THE FIRST DAY OF THE LESSON

1. **Get informed.** Register your teacher account for Booktrack Classroom and add all of your students. Create a quick sample Booktrack project, just to see how everything works. It's very easy to use! But just in case you or your students have questions along the way, there are **video tutorials available here** that will guide you through the process of using Booktrack.
2. **What is Booktrack Classroom?** Introduce your students to Booktrack Classroom using **this promotional video**. Briefly discuss what Booktrack can do, and field initial student questions and comments about this awesome educational tool!
3. **Supply headphones.** While working with Booktrack Classroom, the ability for each individual student to listen to sound on their device is crucial. Make sure that each student will be able to provide headphones of their own, or borrow sets from your classroom library on the days of the lesson.

4. **Sign-up**. Have your students sign in to Booktrack Classroom accounts on a school computer or by adding the Booktrack Classroom App to their internet devices. Select the type of sign-up that works best for your school's technology capabilities. It might be good to have a Booktrack Classroom "play day" at the time of sign-up, too, so that students can get an initial feel for how Booktrack Classroom looks and works. They can also use this chance to get out some of the inevitable first giggles of excitement about the fact that they have control over their own sound effects!

TIMELINE:

- 2-4 class periods

TEXTS:

- *'Twas the Night Before Christmas* text
    - *'Twas the Night Before Christmas* Booktrack Classroom:
  http://booktrackclassroom.com/booktrack/d96899cc4474444da343f666a17a9973
- Literary Vocabulary:
    - Parody
    - Rhyme scheme
    - Stanza
    - Syllable / poetic meter

ACTIVITIES:

ANTICIPATORY SET:

a. Students engage in whole class read aloud of '*Twas the Night Before Christmas* in Booktrack Classroom.

b. The teacher leads a class discussion addressing the following questions:

    i. What did you hear?

    ii. How did the sounds enhance the story?

    iii. What would you have done differently if you were the creator?

DIRECT INSTRUCTION:

c. The teacher explains the structure of the poem noting the number of lines in each stanza, the number of syllables in each line, and the rhyming pattern in the text of '*Twas the Night Before Christmas*.

d. The teacher explains the concept of a parody.

e. The teacher clarifies any student questions.

GUIDED PRACTICE:

f. Students will write a parody of *Twas the Night Before Christmas* mimicking the poetic form and style of the poem. Students can work in pairs or individually.

Possible parodies:

1. Twas the Day After Christmas

2. Twas the Night Before Summer Break

3. Twas the Night Before the First Day of School

g. Students continue the writing process at home and/or in school, revising as needed. Teacher checks on progress until parody is completed.

h. Using Booktrack Classroom, students type up their completed parody, adding ambient music and sounds as appropriate.

ASSESSMENT:

i. Students play their created Booktracks for the class. The teacher assesses the students using a scoring rubric (see below).

j. The class discusses the artistic choices the student(s) made for their parody.

k. The student-writer(s) complete self-evaluation reflection (see below).

SCORING RUBRIC:

Requirements	Needs Improvement	Satisfactory	Outstanding
Parody follows poetic structure of original poem.	• Parody does not follow poetic structure of original poem.	• Parody does follow poetic structure. • Some inconsistencies or deviation from original.	• Parody expertly mimics poetic structure of original poem. • Very few minor inconsistencies or deviations from the original.
Booktrack enhancements	• No Booktrack enhancements. • Booktrack enhancements are inappropriate or do not align with the student poem.	• Some Booktrack enhancements. • Includes ambient music and/or sound effects. • Demonstrates satisfactory use of Booktrack platform.	• Varied Booktrack enhancements. • Includes music and sound effects. • Music and sound effects greatly enhance the poem. • Demonstrates masterful use of Booktrack platform.
Completion of tasks	• Incomplete tasks. • Tasks are not completed on time. • Distracts other classmates.	• Completes tasks as per directed. • Works okay with others.	• Completes tasks ahead of schedule and/or with advanced proficiency. • Works well with others. • Helps struggling classmates.

STUDENT-WRITER(S) SELF REFLECTION

Students are to answer the following questions reflecting on the activity.

1. What did you like best about your parody?
2. What do you like least about your parody?
3. If you could back in time, what would you have done differently?
4. How do you think you scored on the entire assignment? Why?