

I. Title of Lesson: Lyrics

II. Grade Level and Subject Area: 4th grade, various subject areas (modifiable to 5th and above)

III. Standards

A. CCSS Speaking & Listening

Comprehension and Collaboration

SL.4.1.b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4: Recount an experience in an organized manner, using appropriate facts and relevant, descriptive details; speak clearly at an understandable pace.

SL.4.5: Add audio recordings and visual displays to presentations.

SL.4.6: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate, use formal English when appropriate to task and situation.

B. CCSS Literacy

Foundational Skills

Fluency

RF.4.4: Read with sufficient accuracy and fluency to support comprehension.

RF.4.4.a: Read grade-level text with purpose and understanding.

Informational Text

Key Ideas and Details

RI.4.1: Refer to details and examples in a text when explaining what the text says.

RI.4.3: Explain procedures, ideas, or concepts in a scientific, or technical text, based on specific information in the text.

Craft and Structure

RI.4.4: Determine the meaning of domain-specific words or phrases in a text relevant to grade 4.

Integration of Knowledge and Ideas

RI.4.7: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

C. CCSS Writing

Text Types and Purposes

W.4.1: Write opinion pieces on topics, supporting a point of view with reasons and information.

W.4.1.b: Provide reasons that are supported by facts and details.

W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2.b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Production and Distribution of Writing

W.4.4: Produce clear and coherent writing in which the development and organization are

appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8: Recall relevant information from experiences. Take notes and categorize information.

Range of Writing

W.4.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

D. California State Standards: Performing Arts

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Compose, Arrange, and Improvise

2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

3.0 CULTURAL CONTEXT

Understanding the Cultural Dimensions of Music

Students analyze the role of music in present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Explain the relationship between music and events in history.

Diversity of Music

3.2 Identify music from diverse cultures.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

4.1 Use specific criteria when judging the relative quality of musical performances.

Engaging Context:

Measurable Objectives: Students will compare and contrast the use of the historical figure and discuss how that person is portrayed in that song. Students will use this Multiple Perspective technique to create their own song (either individually or in groups) about a historical figure from California history. Use garage Band for music, Keynote or video recorder to create video, or paper, pencil presentation of lyrics.

Total Time: 90 minutes of class time, with outside project time before returning to class for presentations

Materials List:

Music of available songs, either through internet, or CD.

Writing paper and pencil

Internet device

Software for recording and music making (optional)

Copy of selected lyrics from songs (available below)

Procedure:

Listen

A quick discussion on who Mao Tse Tung was and his importance to China. I will show pictures from my trip to China. Using the lyric pages given out, students will follow along with the songs about Mao. Stop, discuss as needed. Each teacher will have a different take as to where to stop or what to emphasize.

Discuss

Using a T-chart with negative connotation and positive connotation we will start writing whole class or individually, how the song portrays Mao.

Lyrics to consider:

Public Enemy: “I...shoot the opposition like Mao Tse Tung”

“Like Mao Tse Tung, I take it to the Young...” This lyric is repeated often, and thus has

importance to the artist. Why?

Roger Waters: “Mao Tse-tung got quite irate And he kicked that old dictator Chiang Out of the state of China” This will be a difficult lyric without proper historical context, and might be dropped in the lower grades. And in discussions this could be quite ambiguous. Kicking out a dictator can be seen as a positive move, but Mao was Communist, is that positive?

Thanatos: Depending if they can follow or stomach this song for any length of time: “Mao Tse Tung was willing to sacrifice 300 Million innocent lives He unchained a ‘cultural revolution’ As a cloak for mass executions.” A bit dark to for elementary school, but good discussion about how the road to heaven is paved...well, you know.

MDC: this is almost the entire song, but worth it: “Mao tse Tung Egg fu yung Brown fried rice sure tastes nice Peace through food Change folks mood One billion fed Alive not dead What's food for? No more war Love thy earth And all it's worth All give thanks Bread not tanks.” From the seminar I have gathered that the feeding of the people was of direct importance in the Great Leap Forward, especially when not all were fed. Interesting discussion points which , with context might be reachable to elementary level students.

La Coka Nostra: “I’m original sin I’m Reverend Mao Tse Tung, Monk Ho Chi Minh I’m in that Brian Jonestown Massacre zone” Too high for elementary, but the reference to other historical figures can be a jumping point for discussion.

Alabama 3: “Mao Tse Tung said change must come Change must come thru the barrel of a gun.” In the context of the rest of the song, we can see that the artist is denying that peaceful ways changes anything. In the gifted icons of depth and complexity, *Ethics* would feature prominently here as to accuracy about peaceful demonstrations an violent ones. Older classes can bring in Fergeson from the news and discuss protests from Occupy Wallstreet to Hong Kong movements.

BunnyHug: “You know I love you all equal Always you more equal than the rest So hold me close to your breast I'm mao tse tung” The first thing I thought of when I heard these lyrics was the book Animal Farm and the lines of *All Animals are Equal, but Some are more Equal than Others*. Very important line in the book and as a form of discussion on equality in todays world. Easily accessed to all levels of students.

Pet Shop Boys: “Here they sit talking rot Saddam Hussein and Pol Pot Mao Tse Tung...” While the concept of Hell might be tricky to bring into elementary or any level of school, the clear vilification of the historical figures in the song is important. Lets discuss that, why is this group negative towards Mo, whereas Alabama 3 is quoting hi as a call to arms?

Create

Students now have the opportunity to create their own song of whichever genre and use pre-selected historical figures of California History (Cabrillo, Serra, Balboa), or U.S./World History at this or another grade level. Students can be tasked to write it through the lens of the native Americans, or the conquerors, or a neutral visitor. How will the Hupa see Junipero Serra as opposed to the gentile for Spain? Students will use paper, music software, or other means to create their pieces.

Present

Using video, audio, or writing students will present their assignments in a “concert” or talent show-like event.

Web Resources:

- Alabama 3: Mao Tse Tung Said
<https://www.youtube.com/watch?v=MWBjwgxEawo>
- 2. MDC: Mao Tse Tung
<https://www.youtube.com/watch?v=p6UUOKJCwko>

- Roger Waters: Watching TV
https://www.youtube.com/watch?v=P_LlnHPsnV4
- Public Enemy: Mao Tse Tung
<https://www.youtube.com/watch?v=kOtUaaxEyUI#t=56>
- Pet Shop Boys: Hell
https://www.youtube.com/watch?v=_1TP4ZEvSGU
- La Coka Nostra feat. Bun B: Choose Your Side
<https://www.youtube.com/watch?v=huv0mHFP5wA>
- Thanatos: Justified Genocide
<https://www.youtube.com/watch?v=yXB-KAQHYko>

Resources:

Lyrics

BunnyHug: <i>I'm</i>	BunnyHug: I'm Mao Tse Tung
<i>Mao Tse Tung</i>	"You know I love you all equal

	<p>Always you more equal than the rest</p> <p>So hold me close to your breast</p> <p>I'm mao tse tung “</p>
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<p>Alabama 3: <i>Mao Tse Tung</i> <i>Said</i></p>	<p>Martin Luther King died for his love! Kennedy died talking about something he couldn't even understand, some kind of generalized love, and he never even backed it up! He was shot down! Bullshit, Love is the only weapon with which I got to fight. I've got a hell of a lot of weapons to fight! I got my claws, I got cutlasses, I got guns, I got dynamite, I got a hell of a lot of fight! I'll fight! I'll fight! I will fight! I will fight! I will fight! I will fight!</p> <p>Let them hear it in the night! Yes, well fight! They're listening. Let the night roar! Let the night roar, because they can hear us, they know we mean it. Well kill them if they come!</p> <p>Mao Tse Tung said change must come Change must come thru the barrel of a gun Not thru talkin' and not through waitin' And sittin' around just contemplatin' the facts 'Cos we know what they are So let Mao Tse Tung be your guidin' star</p>
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	<p>Pick up a gun and learn how to fight</p> <p>All thru the day and all thru the night</p> <p>'Til come the day when the last fight's won</p> <p>I want you to listen, son</p> <p>'Cos Mao Tse Tung said change must come</p> <p>Thru the barrel of a gun</p> <p>I want you to listen, son</p> <p>Change must come</p> <p>Change must come thru the barrel of a gun</p> <p>Mao Tse Tung said</p> <p>Change must come</p> <p>Mao Tse Tung said</p> <p>Change must come</p> <p>Mao Tse Tung said</p> <p>Change must come</p> <p>Change must come thru the barrel of a gun</p> <p>Okay. What was the basic premise of Mao? Mao Tse Tung said theres only one way a revolution can come. Do you know, Millie? How did Mao Tse Tung say the only way you can bring a revolution and keep it?</p>
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	<p>Where you onliest way I think you can keep it is by being at peace and being honorable.</p> <p>Oh, shit, I ain't no being at peace? Mao Tse Tung said that?</p> <p>Oh</p> <p>No no no no</p> <p>Wait a minute Oh</p> <p>hes the head of China. Hes the head of the Revolution of China.</p> <p>No, Im sorry.</p> <p>He marched 6000 peopleon the Long March.</p> <p>I had my mind on something else.</p> <p>Okay then, wha wha whatd he say? There only one way you can bring about a revolution for people.</p> <p>Only way you can only way you can bring it on, that by is by killing.</p>
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	<p>Well, what yes, thats okay, Im going to let you pass it but whatd he say? He had a nice little phrase that everybody should know. Change only comes</p> <p>Oh</p> <p>You got it. Change comes through through by a barrel of gun.</p> <p>Thats right, senior. And thats good. Cos you by rights would have every reason to forget some things. Change must come through the barrel of gun, said Mao Tse Tung. This place would be a paradise tomorrow if every department had a supervisor with a submachine gun.</p> <p>Let them hear it in the night! Yes, well fight! Let the night roar, because they can hear us, they know we mean it. Well kill them if they come!</p> <p>Mao Tse Tung said</p> <p>Change must come</p>
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	<p>Mao Tse Tung said</p> <p>Change must come</p> <p>Mao Tse Tung said</p> <p>Change must come</p> <p>Change must come thru the barrel of a gun</p>
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<p>La Coka Nostra</p> <p>feat. Bun B:</p> <p><i>Choose Your</i></p> <p><i>Side</i></p>	<p>It's just one man, one mission, and one mind</p> <p>With one button, one push, yelling, "One time."</p> <p>With one chance, one target, and one shot</p> <p>With one second to pray, that's all that Bun got</p> <p>I'm slightly off-kilter, somewhat tuned out</p> <p>And loony-toony, I'm looped up and looned out</p> <p>So not being of a sound state of mind</p> <p>I'm an example of western civilization's decline</p> <p>I'm a loner, a rebel, samurai solo</p> <p>Balls to the wall and bolo out for dolo</p> <p>Bad case of tunnel vision, one-track minded</p> <p>Blurred by the bullshit and criminally blinded</p> <p>Feeling like a refugee fighting for his dinner</p>
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	<p>My life is on the line and the line's getting thinner</p> <p>I know Hell is waiting for me and there's nowhere to run</p> <p>So I just flick the switch and it's done</p> <p>[Hook] [Bun B/Everlast]:</p> <p>When it's a suicide you can choose your side</p> <p>When it's a homicide you can choose your side</p> <p>When it's a genocide you can choose your side</p> <p>You can choose your side when it's a suicide</p> <p>When it's a suicide you can choose your side</p> <p>When it's a homicide you can choose your side</p> <p>When it's a genocide you can choose your side</p> <p>You can choose your side if you choose to ride</p> <p>[Verse Two] [Everlast]</p> <p>Yo Peter Piper picked peppers, Run rocked rhymes</p> <p>Jesus healed lepers, Judas dropped dimes</p> <p>Moses split the Red Sea, Mohammed took back Mecca</p> <p>And Michael battles Lucifer for who collects ya</p> <p>And Hitler killed Jews while Schindler freed 'em</p> <p>And Foreman was the champ until Ali beat him</p> <p>Mobutu was a killer and this well-known</p> <p>These Bushes keep acting like they're Corleone</p>
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<p>I'm the curse of Barabbas, I'm original sin</p> <p>I'm Reverend Mao Tse Tung, Monk Ho Chi Minh</p> <p>I'm in that Brian Jonestown Massacre zone</p> <p>A little bit of Leonard Cohen to set the perfect tone</p> <p>Call me Pope John Paul Wall, got a grill for all y'all</p> <p>Jeff Dahmer wilding in the hall with the saws</p> <p>A fine young cannibal, Hannibal Lecter</p> <p>Killing bitches like Robert Blake and Phil Spector</p> <p>[Hook]</p> <p>[Verse Three] [Ill Bill]:</p> <p>Fuck peace, war is the outcome found to really be right</p> <p>I teach you how to make a shotgun out of PVC pipe</p> <p>And make a molotov cocktail out of equally trite</p> <p>Seemingly nice common household products</p> <p>My teenage life as a boy soldier was inscribed in the blood of my parents</p> <p>Now I kill for approval from my commanders</p> <p>Barely remember my baby sister</p> <p>Brainwashed to forget by this shady system</p> <p>They were murdered in front of my face and I barely miss them</p> <p>I've lost my soul, I'm numb from war, movies, and drugs</p>
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	<p>I'm a machine and they use me as such</p> <p>Slaughtering way too many people to count now</p> <p>Sniffing the brown brown, mountains of cocaine and gun powder</p> <p>This AK-47 is God, these shells are individual angels of death</p> <p>Guided by the most high</p> <p>Programmed to purify anyone who approach mine's</p> <p>Suicide, homicide, genocide, we all die</p>
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<p>MDC: <i>Mao Tse</i></p> <p><i>Tung</i></p>	<p>Mao tse Tung</p> <p>Egg fu yung</p> <p>Brown fried rice</p> <p>sure tastes nice</p> <p>Peace through food</p> <p>Change folks mood</p> <p>One billion fed</p> <p>Alive not dead</p> <p>What's food for?</p> <p>No more war</p> <p>Love thy earth</p> <p>And all it's worth</p>
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	<p>All give thanks</p> <p>Bread not tanks</p> <p>Don't forget Ho</p> <p>And Timmy Yo</p> <p>Mao tse Tung</p>
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<p>Pet Shop Boys:</p> <p><i>Hell</i></p>	<p>Here they sit</p> <p>talking rot</p> <p>Saddam Hussein</p> <p>and Pol Pot</p> <p>Mao Tse Tung</p> <p>bares his gnashers</p> <p>at Idi Amin's</p> <p>and Emperor Bokassa's</p> <p>There he is</p> <p>Josef Stalin</p> <p>thick as thieves</p> <p>with that old bore Lenin</p>
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	<p>Look at the two of them putting the boot in ranting and raving and bitching 'bout Putin</p> <p>Hell, hello!</p> <p>It's hell in here</p> <p>Evil is a bore with a big idea</p> <p>Hell, hello!</p> <p>What's not to fear?</p> <p>Love death not life and make it hell in here</p> <p>It's a real no brainer the blood just oozes when Vlad the Impaler meets the Ceaucescus</p> <p>It's getting mighty crowded and hot as wasabi but they'll have to make room for Robert Mugabe</p>
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Caligula spits stale panini at Adolf Hitler and Mussolini Napoleon casts a withering sneer at Kim Il-Sung from North Korea Hell, hello! It's hell in here Evil is a bore with a big idea Hell, hello! What's not to fear? Evil is a bore which makes it hell in here Serial killers, begging your pardon, are beyond the pale and so's Osama Bin Laden Heinrich Himmler's

	<p>doing his best</p> <p>to avoid the attentions</p> <p>of Fred West</p> <p>Ivan the Terrible</p> <p>isn't terribly nice</p> <p>when Giles de Rais</p> <p>seeks his advice</p> <p>Hell, hello!</p> <p>What's not to fear?</p> <p>Evil is a bore</p> <p>which makes it hell in here</p> <p>It's hell in here</p> <p>Hell, hello!</p> <p>The big idea</p> <p>Love death not life</p> <p>and make it hell in here</p> <p>It's hell in here</p> <p>Hell in here</p>
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Thanatos:	Crimes against humanity, dominated the 20th century
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<p><i>Justified</i></p> <p><i>Genocide</i></p>	<p>It will go down in history as the age of war and tyranny</p> <p>Stalin, Hitler, Mao Tse Tung, Pol Pot and Saddam the bringers of doom</p> <p>Mass destruction, genocide in their eyes was justified</p> <p>They unchained revolutions, total disorder</p> <p>To create their envisioned new world order</p> <p>Cleansing the nation, destroying the vermin</p> <p>"He who things big cannot be humane"</p> <p>(if you'd) Criticize their ways, you'd surely die</p> <p>The ones (considered) imperfect would be fried</p> <p>Over 20 million inferiors</p> <p>Were slaughtered for Hitler's imperium</p> <p>The Fuhrer gave orders to kill the Jews, the weak, the mentally ill</p> <p>Jusif Stalin randomly killed</p> <p>25 to 50 million died at his will</p> <p>"All those who oppose me must die... and if I don't trust you, you will die tonight"</p> <p>Mao Tse Tung was willing to sacrifice</p>
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	<p>300 Million innocent lives</p> <p>He unchained a "cultural revolution"</p> <p>As a cloak for mass executions</p> <p>People were told to live by his book</p> <p>70 million met their doom</p> <p>The yellow tyrants stands out from the crowd</p> <p>For the world's largest body count</p> <p>...Democide!!!</p>
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<p>Roger Waters:</p> <p><i>Watching TV</i></p>	<p>We were watching TV</p> <p>In Tiananmen Square</p> <p>Lost my baby there</p> <p>My yellow rose</p> <p>In her bloodstained clothes</p> <p>She was a short order pastry chef</p> <p>In a Dim Sum dive on the Yangtze tideway</p> <p>She had a shiny hair</p> <p>She was a daughter of an engineer</p> <p>Won't you shed a tear</p> <p>For my yellow rose</p>
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<p>My yellow rose</p> <p>In her bloodstained clothes</p> <p>She had a perfect breasts</p> <p>She had high hopes</p> <p>She had almond eyes</p> <p>She had yellow thighs</p> <p>She was a student of philosophy</p> <p>Won't you grieve with me</p> <p>For my yellow rose</p> <p>Shed a tear</p> <p>For her bloodstained clothes</p> <p>She had shiny hair</p> <p>She had perfect breasts</p> <p>She had almond eyes</p> <p>She had yellow thighs</p> <p>She was a daughter af an engineer</p> <p>So get out your pistols</p> <p>Get out your stones</p> <p>Get out your knives</p> <p>Cut them to the bone</p> <p>They are the lackeys of the grocer's machine</p> <p>They built the dark satanic mills</p> <p>That manufacture hell on earth</p>

	<p>They bought the front row seats on Calvary</p> <p>They are irrelevant to me</p> <p>And I grieve for my sister</p> <p>People of China</p> <p>Do not forget do not forget</p> <p>The children who died for you</p> <p>Long live the Republic</p> <p>Did we do anything after this</p> <p>I've feeling we did</p> <p>We were watching TV</p> <p>Watching TV</p> <p>We were watching TV</p> <p>Watching TV</p> <p>She wore a white bandanna that said</p> <p>Freedom now</p> <p>She thought the Great Wall of China</p> <p>Would come tumbling down</p> <p>She was a student</p> <p>Her father was an engineer</p> <p>Won't you shed a tear</p> <p>For my yellow rose</p> <p>My yellow rose</p> <p>In her bloodstained clothes</p>
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<p>Her grandpa fought old Chiang Kai-shek That no-good low-down dirty rat Who used to order his troops To fire on women and children Imagine that imagine that And in the spring of 48 Mao Tse-tung got quite irate And he kicked that old dictator Chiang Out of the state of China Chiang Kai-shek came down in Formosa And they armed the island of Quemoy And the shells were flying across the China Sea And they turned Formosa into a shoe factory Called Taiwan And she is different from Cro-Magnon man She's different from Anne Boleyn She is different from the Rosenbergs And from the unknown Jew She is different from the unknown Nicaraguan Half superstar half victim She's a victor star conceptually new And she is different from the Dodo And from the Kankabono</p>
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	<p>She is different from the Aztec</p> <p>And from the Cherokee</p> <p>She's everybody's sister</p> <p>She's a symbolic of our failure</p> <p>She's the one in fifty million</p> <p>Who can help us to be free</p> <p>Because she died on TV</p> <p>And I grieve for my sister</p>
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<p>Public Enemy:</p> <p><i>Mao Tse Tung</i></p>	<p>“I drop seed and shot the opposition like Mao Tse Tung”</p> <p>“Like Mao Tse Tung, I take it to the Young...”</p> <p>(other lyrics not found)</p>
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