



Time to listen!

Activity 1: Put the words in the order in which you hear them in the song

- | | |
|---------------|-----------|
| A. afraid | 1. _____ |
| B. children | 2. _____ |
| C. everybody | 3. _____ |
| D. happening | 4. _____ |
| E. man | 5. _____ |
| F. resistance | 6. _____ |
| G. signs | 7. _____ |
| H. something | 8. _____ |
| I. sound | 9. _____ |
| J. stop | 10. _____ |
| K. street | 11. _____ |
| L. thousand | 12. _____ |
| M. young | 13. _____ |

Activity 2: Listen again and complete the missing lyrics (on the back of this page).

For What it's Worth

Written by Stephen Stills

Recorded by Buffalo Springfield, 1966

There's _____ happening here

What it ____ ain't exactly clear

There's a _____ with a gun over there

Telling _____ I got to beware

I think it's time we _____, children,

_____ that sound

Everybody _____ what's going down

There's battle lines being drawn

Nobody's _____ if everybody's

Young _____ speaking their minds

Getting so much resistance from

I think it's time we _____, hey, what's

that _____

Everybody _____ what's going down

What a field-day for the heat

A thousand people in the _____

Singing _____ and carrying signs

Mostly _____, hooray for our side

It's time we _____, hey, _____ that

sound

Everybody _____ what's going down

Paranoia strikes deep

Into _____ life it will creep

It starts when you're _____ afraid

You step out of line, the man come and

take you away

We better _____, hey, _____ that

sound

Everybody _____ what's going down

_____, hey, _____ that sound

Everybody _____ what's going down

_____, now, _____ that sound

Everybody _____ what's going down

_____, children, _____ that sound

Everybody look what's going down

After listening

Activity 1: Re-read the completed lyrics and circle the words you associate with protests or demonstrations. What other words could you add to this list (words that are not already in the song)?

Activity 2: Post-it illustrations

Directions (part 1):

Form groups of four. Each member of the group will be responsible for one of the numbered verses on the copy on the next page. He/she will illustrate that verse with the post-it note and then leave the post-it notes in random order on the table next to the lyrics.

(part 2):

Change tables with another group (leave your song lyrics and post-it notes at your original table).

Look over the illustrations the other group did. Find the illustration that corresponds to the verse you illustrated and place it over that verse in the song lyrics (so that the lyrics are hidden).

(part 3):

Each person in the group takes turns explaining why that illustration matches the verse it is covering.

Return to your original table to see how the other group placed your illustrations. Were they right or wrong? If they were wrong, what might have led them to put that illustration on the wrong verse?

For What it's Worth

Written by Stephen Stills

Recorded by Buffalo Springfield, 1966

- (1) There's something happening here
What it is ain't exactly clear
There's a man with a gun over there
Telling me I got to beware
I think it's time we stop, children, what's that sound
Everybody look what's going down
- (2) There's battle lines being drawn
Nobody's right if everybody's wrong
Young people speaking their minds
Getting so much resistance from behind
I think it's time we stop, hey, what's that sound
Everybody look what's going down
- (3) What a field-day for the heat
A thousand people in the street
Singing songs and carrying signs
Mostly say, hooray for our side
It's time we stop, hey, what's that sound
Everybody look what's going down
- (4) Paranoia strikes deep
Into your life it will creep
It starts when you're always afraid
You step out of line, the man come and take you away
We better stop, hey, what's that sound
Everybody look what's going down
- Stop, hey, what's that sound
Everybody look what's going down
Stop, now, what's that sound
Everybody look what's going down
Stop, children, what's that sound
Everybody look what's going down

Interpreting the song: A new word cloud (normally created at <http://www.wordle.net>; tutorial available at <http://noteworthylanguage.wikispaces.com>).

Directions:

1. Each person in the group writes a list of the four most important words in the song (individual words, not sentences). Write your list here:

a.

b.

c.

d.

2. To that list, each person adds one more word that matches the theme but is NOT in the song. Write your personal word here:

My word: _____

3. Everyone in the group compares their lists and compiles one new list with ALL of the words from each group member (from the song and personal choice). IMPORTANT: note any words that appear on more than one list, and how many group members had the word. Compile your list in the space below.

4. On a new sheet of paper, create a new word cloud in the middle of the page using the list from number three. Remember that word clouds determine the size of each word by how often the word is used in the original text, so words that appeared in more than one person's list should be bigger than words that appeared on only one list. Your finished cloud should use color, form and font to help convey meaning.
5. Around the cloud, add the following: images that represent the song, two quotes from the song, and one sentence with your opinion of the song. Compare your word cloud with the first one you saw. Which one better represents the meaning? Why?

Working with the song vocabulary

Activity 1: Synonyms and Antonyms

Work in groups to come up with a synonym for each of the following words:

1. Children: _____
2. What's going down?: _____
3. Street: _____

Work in groups to come up with an antonym for each of the following words:

1. Afraid: _____
2. Children: _____
3. Stop: _____

Activity 2: Password

Activity 3: Associations: could do instead of or in addition to the synonyms/antonyms activity.

What words do you associate with each of the following?

1. Children: _____
2. Street: _____
3. Afraid: _____
4. Singing: _____
5. Gun: _____
6. (more advanced) Right: _____
7. (more advanced) Wrong: _____

Working with grammar

Activity 1: redo in another tense. Replace the crossed out verbs in bold with their equivalent in the past.

- (1) There's _____ something happening here
What it **is** _____ **ain't** _____ exactly clear
There's _____ a man with a gun over there

- (2) There's _____ battle lines being drawn
Nobody's _____ right if everybody's _____ wrong
Young people _____ speaking their minds
Getting so much resistance from behind

- (3) What a field-day for the heat
A thousand people in the street
(They) _____ singing songs and carrying signs
Mostly **say** _____, hooray for our side

- (4) Paranoia **strikes** _____ deep
Into your life it **will** _____ creep
It **starts** _____ when you're _____ always afraid
You **step** _____ out of line, the man **come** _____ and
take _____ you away

Other possible activities with grammar

- 1. Change the point of view
 - a. First person to third person Example from "Don't Forget To Remember Me" Written by Morgane Hayes, Kelley Lovelace and Ashley Gorley; Performed by Carrie Underwood, 2005

This downtown apartment sure makes **me** (1) miss home
And those bills there on the counter
Keep telling **me**(2) **I'm** (3) on **my** (4) own
And just like every Sunday **I** (5) called momma up last night
And even when it's not, **I** (6) tell her everything's alright
Before **we** (7) hung up **I** (8) said...

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

2. Male to female (for languages with gender differences)
3. Replace the pronouns with their antecedents

Hey momma, don't forget to tell my baby sister

I'll see **her** (1) in the fall

And tell Memaw that I miss **her** (2)

Yeah, I should give **her** (3) a call

And make sure you tell Daddy that I'm still **his** (5) little girl

1. _____

2. _____

3. _____

4. _____

Connecting with target-language culture, enhancing creativity

Relating other authentic media to the song:

- A. Current events
- B. Film (scenes)
- C. Literary excerpts
- D. Others?

Template projects (only about song, or blended with other media)

- A. Found poem
- B. Acrostic: I Protest!
- C. I know poem (see curriculum guide)
- D. Diamante poem (see curriculum guide)
- E. Secret book (tutorial on "Noteworthy Language" wiki)
- F. Strip book (tutorial on "Noteworthy Language" wiki)