



# IMPLEMENTATION: Module 1

## WHY JEWS ROCK

### Enduring Understanding

Music and media are powerful vehicles for formal and informal Jewish education and primary influencers for young identities.

### Overview

Students will explore how music impacts their lives and identities. They will compare and contrast Jewish, Christian, and secular music while learning how Jewish music can be a part of expressing Jewish identity.

### Handouts

- Module 1 Study Guide Questions
- Module 1 Graphic Organizer 1
- Module 1 Graphic Organizer 2

### Supplies

- <http://jewishrockradio.com/jrrcurriculumaudio>
- An Internet-capable device for every 4-7 students (iPad, iPhone, Android, and Windows 7 devices)
- Internet access
- Computer
- External Speakers
- Pens
- White board OR chart paper, easel, markers

### Activity 1: *Music and Your Identity (10-15 min)*

- Hand out *Module 1: Study Guide Questions* and *Module 1: Graphic Organizer 1*.
- Have the students write the name of their favorite secular song on the top left of the organizer.
- In one column have them paraphrase the primary message of the song and in the other column write a few words/phrases about how this song is related to their personal identity.
- Have the students share their sheets in small groups of 3-4.
- After groups have shared with each other for a few minutes, have one person from each group share a summary of group highlights with the entire class.
- Repeat the same activity with students writing the name of their favorite Jewish song. (Suggest to students that they can choose a contemporary Jewish song, a traditional song, or a prayer. If a student does not have a favorite Jewish song, ask him/her to pair up with another student who does.)

### Discussion: *Large Group (10-15 min)*

- Ask, what kind of music do you have on your mobile device? Give everyone an opportunity to share (in 30 seconds or less).
- How do you decide what music to listen to?
- How does music impact your life? How does music affect your identity?
- What does Jewish music mean to you?
- How does music/Jewish music help you express yourself?
- Looking back at the chart you created listing your favorite song, in what ways is it similar or different to the chart you made about a Jewish song?
- Do you think your Christian friends listen to Christian music?
- Do your Jewish friends listen to Jewish music?
- What does it mean to you to have a Jewish rock radio station? Is it important to have a Jewish rock radio station? Why?

### Activity 2: *Music and the Message (20-25 min)*

Pass out *Module 1: Graphic Organizer 2* to each student to compare and contrast music from a secular mainstream radio station, Jewish Rock Radio, and a Christian radio station (You can also visit Christian stations: [Air1.com](http://Air1.com), [HouseFM.com](http://HouseFM.com)).

- Play for the class the *30-Second Song Sampler* at <http://jewishrockradio.com/jrrcurriculumaudio> that includes clips of 6 songs. A narrator announces a number for each song 1-6. The title and artist will not be revealed.
  - Ask students to listen and write the number of each song in the category they believe the song belongs to (secular, Jewish, Christian).
  - Play the songs from the *30-Second Song Sampler* and remind students to assign the song number to a category.
  - After the songs have been played, reveal the title and artist of each song along with the corresponding song number and category:
    1. Matthew West, "Strong Enough," Christian rock
    2. Josh Nelson, "Positive Change," Jewish rock
    3. The Fray, "How to Save a Life," Cross-over Christian/Secular rock
    4. Todd Herzog, "Tree of Life," Jewish rock
    5. Blake Shelton, "God Gave Me You," secular rock
    6. Bob Dylan, "Forever Young," secular rock

- Ask the students which songs they assigned to each category. How did they determine the category?
  - Did any of the results surprise them? Why or why not?
- Play for the class the *60-Second Song Sampler*.
- Tell the students the name of the song and category as the songs are played.
    1. Matthew West, "Strong Enough," Christian rock
    2. The Fray, "How to Save a Life," Cross-over Christian/secular rock
    3. Todd Herzog, "Tree of Life," Jewish rock
    4. Blake Shelton, God Gave Me You, secular rock
  - While the songs are being played, ask the students to write down their impressions. Read the questions below to provoke responses.
    1. What is the song about?
    2. How do the songs make you feel?
    3. What lyrics stand out to you?

**Discussion: Large Group (10-15 min)**

- Which song did you connect with the most and why?
- What similarities did you hear between the songs? What differences did you hear?
- Could you tell which song was from a secular rock station, Jewish rock station, and Christian rock station? How?
- What characteristics of the songs made you think the songs were from the various stations?
- How did the lyrics make you feel?
- In Todd Herzog's song, if the Hebrew were removed, would it still be a Jewish song? Why or why not?
- What makes the Jewish songs Jewish?

**Activity 3: Video Interviews (25-30 min)**

After the large group discussion, divide into groups of 3-5, where students will create video interviews to be posted on your classroom Facebook page (refer to *Hints and FAQ: Teacher Guide* for further instructions on creating and using your classroom Facebook page). Students will interview each other using the Study Guide Questions.

- Have students assign an interviewer, an interviewee, and a videographer. The videographer will use a mobile device to video.
- Have students choose one of the questions and create a 1-2 minute video interview.
- After each interview is complete, have students rotate roles and conduct another interview with a different question.
- When interviews are complete, ask students to post the interviews on the classroom Facebook page. You can also suggest that students post their videos on Facebook.com/jewishrockradio, or your organization Facebook page or website.

**Extra Challenge**

- Ask students to video interview parents, siblings and friends outside of class using questions from the Study Guide and to post these video interviews on the class Facebook page and view them during a future class.