

Teacher's Guide for FACES

July/August 2014: THE BEATLES

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Heather Bode lives along the Continental Divide where the beetle invasion has been quite evident. Although she was not born when The Beatles invaded America, she grew up listening to their music thanks to her mom. Heather asked her mom if she remembers The Beatles' performance on Ed Sullivan. "Of course! Who doesn't?" was her response.

Getting Started

(SL2) Watch The Beatles perform on Ed Sullivan at www.vimeo.com/85085658.

As you watch, take note of the following:

- Hair style
- Clothing
- Characteristics of music
- Fans

(SL1) One of the five themes of geography is MOVEMENT. Notice the subtitle for this issue is Here, There, and Everywhere. As you read through the issue, please consider the following:

- How did The Beatles' music come to America?
- What effect did their music have on the people, places, cultures of the '60s?
- What evidence do you see of this today?

High 5

(W7) Conduct short research to find out more about The Ed Sullivan Show. What was it? Why was it so popular? How important was it to The Beatles' career to appear on this show?

(RL4) Vocabulary: Beatlemania, Fab Four, Bed-ins

(RL7) Match the Fab Four to their cover-model illustrations.

At a Glance

(RI1/RI1) Use the timeline to determine how often The Beatles were producing albums. What are the pros/cons of keeping such a pace?

(W1) What may have been a reason for the break up of the band? Support your opinion with information from pages 4&5.

(RL7) Why did the illustrator choose to feature the Fab Four with no mouths? What is ironic about it? Do their eyes convey a certain emotion?

Here Come the Beetles!

(RL3) Compare/contrast The Beatles and the beetles. Think of settings/characteristics/events.

(RL1) Find a quote stating the reasons for beetle infestations.

(RI1) Use details from the article to draw a diagram of the beetle infestation process.

(RL8) Another theme of geography is Human/Environment Interaction. Find evidence of people trying to help the environment...but they actually end up hurting it.

Beatles 4 Ever

(RL1)

- List characteristics of their music.
- How did The Beatles gain respect from classical artists?

(RI1) If The Beatles had had access to today's technology, how could they have kept in touch with their fans? What do popular artists do today?

(RL4) Define *easy listening*.

(RL2/8) How would you describe The Beatles' legacy? What message were they trying to send? Find evidence from the article to support your stance.

(W3) Their philosophy was "Try it." How did this philosophy inspire The Beatles? Have you ever been encouraged by a similar philosophy? Tell about this experience.

Beatlemania Revisited

(W7) Conduct short research on the following:

1. Cuban Missile Crisis
2. Assassination of JFK
3. Neil Armstrong and the Space Race

(RL7) How do the photos help you understand Beatlemania?

(RL4) Define: idealism, tarmacs, cheeky, legacy

(W3) Assume you are Freda Kelly. Write about some of the crazy requests you have received from fans. Answer a crazed fan's letter.

(SL1) The author states, "The exceptional quality of their work was the result of teamwork and peer revision." Give examples of times throughout the school year when teamwork and peer revision can be used to increase the quality of student work.

(SL3) Invite a Beatles fan to visit the classroom. (Or have students interview a family member.) Prepare a list of questions about The Beatles and the 60's era. Summarize what you learned and present it to your classmates.

Meet The Beatles

(RL3) Choose two members and compare/contrast them.

(W1) Who is your favorite? Choose one to research and use reasons and information to explain your choice.

(RI8) Find evidence in the text of different types of adversity these men faced. Make an argument that music, in some way, saved them.

(SL1) Discuss how each member of The Beatles earned the name given in parentheses. List the people in your group. What would be your "parentheses name" and why?

Always in Style

(W7) Conduct short research to find examples of The Beatles' clothing styles. Sketch a Beatles-inspired clothing line.

(RI1) List a handful of celebrities. What style is associated with each person?

(SL1) Why do you think people want to dress like celebrities?
Discuss school dress codes. Do they help or hurt students' individuality?

What's It All Mean

(RL4) (W2) Find a song listed in the article. Use the web to find the entire lyrics.

www.azlyrics.com/lyrics/beatles

Use information in the article to find lines in the lyrics that show the background of the song.

(SL1&2) Listen to a Beatles song not listed in this article. What do you think influenced the song?

(W2&3) Where do you find inspiration? Try your hand at composing music/ writing poetry/ painting/ drawing. Tell the story behind your art.

From Vegas With Love

Preview the show at: www.cirquedesoleil.com/love

(RL7) Making music visual: Choose a Beatles song and illustrate it.

(RI1) Why is the show called LOVE?

(RL3) Discuss the imagery used in the Vegas show. How is this imagery different from a music video?

Dear Tommy

(RI1) How old was Paul McCartney when Karsyn saw him in concert? Find evidence of Paul McCartney's popularity today.

(RL7) What is Karsyn doing for her dad that makes music visual? Will the painting show how Karsyn's dad has influenced her taste in music?

(SL1) Discuss in groups: What types of music do your parents enjoy? How has this influenced your preference of music?

(RL3) Compare/contrast Tommy and Karsyn's musical tastes. Compare Eminem and The Beatles. Which member of The Beatles could most relate to Eminem? Why?

John Lennon's Legacy of Peace

(RL7) Look at photos of John Lennon throughout this issue. What changes do you notice in the photos accompanying this article?

(SL2) Listen to "Give Peace a Chance" on youtube. Evaluate the lyrics and discuss why this song gained popularity with anti-war protesters.

(W1&W7) Watch the documentary *The U.S. vs. John Lennon*. In your opinion, did the U.S. government mistreat John Lennon? Give evidence from the documentary to support your opinion.

(SL1) Google: Imagine Peace Tower Images. Discuss the design of this monument. How does it portray peace? Do you think "world peace" is achievable? Why/why not? What do you think John Lennon would say about the state of "peace" in current society?

The City of Pop

Visit the city by checking out www.visitliverpool.com.

(RL3) Compare/contrast The Beatles' hometown with your own hometown.

(RL/RI1) How does the city of Liverpool capitalize on The Beatles? Does your hometown have a famous resident? Does it draw tourists to town?

(W1) What's your opinion? Is this type of tourism good or bad for a community? Support your opinion with facts and information.

(W3) Assume you are Liverpool's mayor. You have just received a complaint from Kathleen Hughes. Respond to her complaint. OR Assume you are Kathleen Hughes. Write a letter to your mayor conveying your feelings.

Here Today

(RL7) Use the article's photos to list all the ways The Beatles are here today.

(RL3) Watch clips of current stars' reactions to The Beatles at: www.cbs.com/shows/the-night-that-changed-america/

and watch Kids React to The Beatles at:

www.youtube.com/watch?v=_M9US-cXJM0 (There is a _ after the =.)

Compare and contrast their reactions and explain the major differences.

(SL1) Discussion points:

- Fifty years from now, what will be considered the night that changed America? Will it be related to politics? Space? Music? Sports?
- Are there any music groups today that might rival The Beatles in popularity and legacy?
- Do you feel The Beatles' music will endure even after the remaining original members are gone? Why? Why not?

Wrap Up

(SL1) Review the questions posed in **Getting Started**.

Just for fun:

Play Name that Tune using only Beatles songs.

Plan a Beatles Look Alike Day.

Organize a Cover Song Contest.