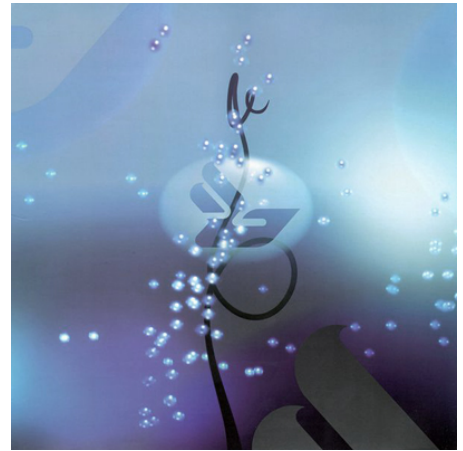


"Joga"

by Bjork

- L1 All the accidents that happen
 Follow the dot
 Coincidence makes sense
 only with you
- L5 You don't have to speak
 I feel emotional landscapes
 They puzzle me
 Then the riddle gets solved
 and you push me up to this:
- L10 State of emergency
 How beautiful to be!
 State of emergency
 Is where I want to be
- L15 All that no-one sees, you see
 what's inside of me
 Every nerve that hurts you heal
 deep inside of me
 You don't have to speak
 I feel emotional landscapes
- L20 They puzzle me, confuse
 Then the riddle gets solved and
 you push me up to this:
- L25 State of emergency
 How beautiful to be
 State of emergency
 Is where I want to be
- L28 State of emergency
 State of emergency



"Joga:" Close Reading

Lesson Upgrade

Transformation Lenses

- Curriculum Examinations
- Higher-Order Thinking

Common Core Standards Connections

- Students build strong content knowledge.
- Students respond to vary demands of audience, task, purpose, and discipline.
- Students comprehend as well as critique.
- Students value evidence.

Text Complexity

- **Lexile Level: 640L (2nd/3rd grade - from the [Lexile Analyzer](#))** *Note: You will need to be logged into Lexile.com to access the results page.)
- **Using [Qualitative Rubric](#) for Literature: Supports mostly “Middle/High” complexity**
- **[Reader/Task Considerations](#) in line with support for Qualitative results**
 - Students need to use critical and analytical thinking skills
 - Multiple opportunities for inferencing and questioning
 - Maturity to handle discussion of emotions/relationships
 - Before, During, and After Tasks are grade level specific and include domain-specific vocabulary
- **Subjective, but informed, grade placement: 6-8 (considering that there are other media elements and specific related reader/task considerations involved)**

Media Links

- **Video:** <http://www.youtube.com/watch?v=HgWaUPJVM2s>
- **Lyrics:** <http://artists.letsingit.com/bjork-lyrics-joga-t7mjb41>
- **Wikipedia Entry:** <http://en.wikipedia.org/wiki/J%C3%B3ga>

Limited Frontloading

- Show where [Iceland](#) is [on a map](#), indicating that this is where Bjork is from
- Explain its tectonic significance, briefly
- Depending on grade level, explain the word “coincidence”

Purpose

- What is the emergency? -or-
- What emotion is the singer feeling? -or-
- What tectonic event is being described here?

Worth

- Metaphorical analysis of tectonic activities versus human emotions
- Visual and textual evidence for conclusions drawn

Text and Visual Dependent Questions

- The video can be played before or after engagement with Text-Dependent Questions.
- Visual-Dependent questions should support the text based answers students give, while giving them another opportunity to confirm or refute their conclusions with additional evidence.
- Students may need additional viewings of the video.
- Some of the Text-dependent questions may be more easily answered AFTER the video is shown, even if the Visual-dependent questions are asked later.

Text	Visual
What evidence in the lyrics supports the existence of an emergency?	Noting the visual that is synced with its accompanying lyrics, what specific visual elements support the existence of an emergency?
What emotion is the singer/author feeling? What evidence in the lyrics can you find to support that?	After viewing the end scene, what visual evidence supports a particular emotion, or the emotion identified in the text-only question?
What specific lines in the song support a potential tectonic event is occurring?	Describe in detail using domain specific vocabulary what is happening during the different tectonic events depicted in the video.
What specific lines in the song potentially have a double meaning? What conclusion can you draw about the comparison of these two layers of meaning?	What specific visual element(s) in the video are associated with Lines 14-17 in the lyrics?

Potential Questions that depend on the Text and Visual taken together (if needed)

- Why is the metaphorical comparison in this song appropriate? What details from the lyrics and/or the video support your reasoning?
- What evidence is there that Bjork is in love with her homeland?

Potential Questions that depend on the Text, Visual, and Audio taken together (if needed)

- What happens in the video when the tempo of the music changes, approximately at time mark 1:10?

- How do the visual elements, the lyrical elements, and the music together support the conclusions that have been drawn? Provide evidence from the multiple forms of media to support your conclusion.

Additional Resources to consider if you'd like to "upgrade the upgrade"

- [PS22's moving rendition of "Joga"](#)
- Science.Discovery.com's 100 Greatest Discoveries: [Plate Tectonics](#)

Notes

- Because of the low lexile of the lyrics, perhaps because of its short length, it may be a good idea to pair this with a scientific, informational text about plate tectonics, volcanoes, faults, or plate boundaries. (Perhaps even something happening in the current news.) The grade level band assigned to the lyrics is a best guess based on the quantitative in conjunction with the qualitative and reader/task considerations.
- This close reading is aligned to College and Career Readiness Capacities and Instructional shifts. Please refer to the Common Core ELA Standards for grade-specific standards.

Original Lesson Ideas (from back when I was in the classroom) (note: more holistic in analysis rather than text-dependent)

1. Play the song for the students before watching the video to set the tone. Then, have them write a short paragraph indicating what they think about the song at this point...they will come back to this at the end.
2. Explain that Bjork is an alternative music singer who is from Iceland. If you've got a map, you can show them where that is. It sits right on a divergent plate boundary, and the island is in a constant "state of emergency", and is growing larger little by little. Remind them that she has grown up dealing with this and it is part of her past, she probably thinks of it as easily as we think of the countryside or mountains, or the landforms that we grew up with.
3. Give the students a copy of the lyrics, or put them on the overhead. Show them the video. (you may even want to show it twice, asking them to pay particular attention to when the camera is panning over the land, and when the action occurs...what are the lyrics saying at that time, or does the music change?)
4. Then, have a conversation about the images and the words, and how they relate to plate tectonics:
 - When tectonic events happen, there is usually an emergency, especially when many people live in the event area. Is Bjork singing of an actual emergency situation? How is her emergency like a tectonic event? What is her emergency?
 - Discuss what a landscape is. How are her emotions like a landscape? What is the main emotion that she is feeling?
 - When she sings "you push me up to this", she is referring to the intense feelings building inside of her. What tectonic event is this like? How are they similar in creation and eventual outcome?

- Discuss what coincidence means. (an occurrence of two things that happen at the same time that seems extraordinary or beyond normal happenings.) Something has happened to Bjork in this song. She sings of accidents, but is singing about love, all the while setting the scene with tectonic activity. What coincidence has occurred here, and is it really an accident? (Falling in love, being near an exploding volcano, experiencing an earthquake) Are tectonic events accidents, or even coincidences, or just the natural progression of things? Is falling in love part of the natural progression?
- Under the ground, these tectonic forces are constantly going on, but we don't see it or even think about it until an eruption, or an earthquake. How does this become a metaphor for the person she's falling in love with? Prove it in the lyrics.
- Volcanoes and Earthquakes are odd things to compare love to. If you fall intensely in love with someone, or even someone in your family that you love, there are happy and sad times. Volcanoes and Earthquakes, while potentially harmful, are also events of creation and newness. Why is this comparison appropriate in this song?
- There are a lot of factors that are involved for tectonic activities to occur. The elements have to come together in just the right way for volcanoes and earthquakes to happen. There are little tremors sometimes, and sometimes a little lava may seep. How can you compare this to dating versus falling in love?

Writing assignment: Write a couple of paragraphs explaining how you feel about the song now versus the first time you heard it. (Use your initial notes if necessary.) Do you feel that the images in the video support the metaphors in the song? Also include a note about how you felt about this activity. Is it something that you liked, or would like to do again? Would you recommend that I do this same activity with next year's group? Why should I or shouldn't I?