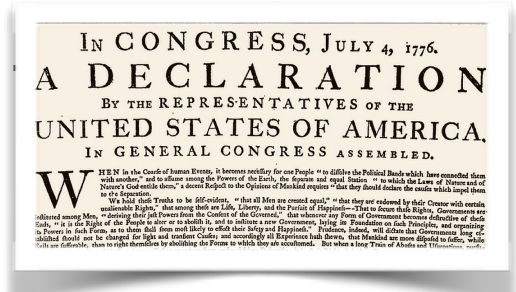


# They Say That “Breaking Up Is Hard to Do”

It’s your turn! With one or two partners, write your own break-up song to King George III. Alter the lyrics of a break-up song, adding facts from the Declaration of Independence to explain, in a heartfelt and dramatic way, why IT’S OVER! Grading (40 points):



- 1) **Re-read and discuss** the Declaration of Independence, focusing on the ideas/key words/summary statements from our class “polls”. Think about why couldn’t the colonies take it anymore? What were some of their main ideas about the role of the government?
- 2) Use your knowledge and notes on the Declaration of Independence to **write your song!** Your songs lyrics must include
  - \* all four parts of the Declaration of Independence: Introduction or Preamble, Natural Rights, List of Grievances, Resolution/Conclusion.
  - \* at least ten of the following key words identified in class: dissolve, equal, separate/separation, independence, freedom, powers, political, “unalienable rights”, liberty, happiness, we, tyranny, usurpations, abuses, abolish, taxed, deprived, refused, assent, laws, trial-by-jury, cut off, preventing, independence, respect, authority, states, colonies, free, equality . . .
  - \* an original title
- 3) **Perform** your song! You can either perform live or play your music video. (Suggested songs with a similar theme are listed below - be sure to have the instrumental version for your performance)

**Suggested Songs:**

“Irreplaceable” – Beyonce “Ex-Factor” – Lauryn Hill “I Will Survive” – Diana Ross “This Love” – Maroon 5 “Grenade” – Bruno Mars “So What” – Pink “You’ve Lost That Loving Feeling” “We are Never Getting Back Together” - Taylor Swift	“Since You Been Gone” - Kelly Clarkson “Sorry” - Beyonce “Goodbye” - Chris Brown “Let It Go” (Frozen Soundtrack) - Idina Menzel “Somebody that I Used to Know” - Gotye “Cry Me A River” – Justin Timberlake * your choice - must have “break-up” theme and be approved
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## Scoring:

Advanced - A	Proficient - B	Basic - C	Below Basic – D/F
The song lyrics demonstrate advanced knowledge of the founding fathers’ concerns and vision.	The lyrics of your song briefly explains the colonies’ grievances, their reasons for wanting their independence, and their ideas about the role of government, but more detail/explanation necessary.	The song lyrics too not include at least one of the following: the colonists’ grievances, reasons for wanting independence, and ideas about the role of government,	Song lyrics are either off-topic, vague, or incorrect.
The song is performed loud and clear, in tune, and with engaging stage presence (costumes props, etc). All members are part of presentation.	When performed, the song is sung in an audible and clear manner. All members are part of presentation.	Students sing the entire song, and most of it is loud and clear. Not all members are part of presentation.	Students either read the song, are incoherent, or detract from the content of the song by laughing, mumbling, or stopping.
Song is over the 2:00 minimum.	Song meets the 2 minute minimum.	Song is about one minute long.	Song is less than one minute.
Lyrics cover all four sections of the Declaration of Independence and contained ten class-determined key words.	Song uses eight class-determined key words. various vocabulary words correctly, and covers three of the four sections of the document.	Not all sections of the Declaration of Independence are covered. Seven class-determined key words are present in lyrics.	Song either does not cover enough sections of the document and six or less class-determined key words are included in the song lyrics.