

Song 4: You Made Me Laugh



ACTIVITY MENU

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You Made Me Laugh: Lyrics

by Omar Kent Dykes

(3:49)

1 Hey there, love.

Heavy like a barge?

And the world by the tail, you couldn't be a star,

But you made me laugh.

5 You made me cry.

I don't sit and worry.

I can't see no reason why.

8 Flew like a bird.

Fought like a tiger.

You left this world for a place much higher.

You made me laugh.

12 You made me cry.

I don't sit and worry.

Ain't no use to wonder why.

15 I live on.

Right in your smile.

Think about you mile after mile.

You made me laugh.

You made me cry.

20 I don't sit and worry.

Ain't no use to wonder why.



Pre-listening Activities: Choose one or two of the activities below.

One Title, Several Words – Many Possibilities

Purpose: To predict the content, generate interest, and introduce vocabulary for the song

Level: All

Time: 15 – 20 minutes, plus the length of the song (3:49 minutes)

Preparation and Materials: Write the title of the song on the board.

Instructions: Have the students make predictions about the song based on the title; write ideas on board. After the initial round of predictions, write the following words on the board and have the students make new predictions: *laugh, cry, love, smile, think, and left*; write new ideas on board. Listen to the song and check if the predictions were correct.

Stanza Creation

Purpose: To predict the content, generate interest, and introduce vocabulary for the song; and to write phrases and sentences

Level: 3 and above

Time: 30 – 40 minutes, plus the length of the song (may be extended over several class sessions)

Preparation and Materials: Write the following keywords from Stanzas 1 – 2 on the board in random order: *love, world, star, laugh, cry, flew, fought, smile, think*.

Instructions: Divide the class into small groups. Elicit or teach the features of song stanzas. The students will write their own stanzas using the given words. They may add additional words, as long as the given words are also used. When finished, have the students share their stanzas. Compare the students' stanzas to the song and discuss similarities.

Unscramble the Sentences

Purpose: To generate interest and introduce vocabulary and grammar for the song, and to write phrases and sentences

Level: 2 and above

Time: 25 – 30 minutes

Preparation and Materials: Make a copy of the Scrambled Sentences handout (page 600) for each group. (Answer key: page 615.)

Instructions: Divide students into small groups. The students will recreate a sentence from the given words. Give students words from one scrambled sentence. Have the students create one sentence from those words. Write the completed sentences on the board. Have other students check classmates' work. If using all the sentences from a stanza, have the students unscramble the sentences. Listen to the song to check their work.



You Made Me Laugh: Unscramble the Sentences

Directions: Each sentence below has been scrambled – the words are mixed up. For each sentence, put the words in the correct order to form grammatical and sensible sentences.

1. star be You couldn't a

Unscrambled sentence: _____

2. you laugh But made me

Unscrambled sentence: _____

3. cry You me made

Unscrambled sentence: _____

4. don't here I sit worry and

Unscrambled sentence: _____

5. left higher place You world this for much a

Unscrambled sentence: _____



Listening Activities: Choose one of the listening activities below.

Relax and Enjoy!

Purpose: To enjoy listening to the song

Level: All

Time: 10 minutes

Preparation and Materials: Write the following three discussion questions on the board, or create your own:

Does it seem like a happy or sad song?

What do you learn about the person who is singing this song?

Does the song remind you of any other songs you know?

Instructions: While listening to the song, have the students focus on how it makes them feel and of what it reminds them. Once the song is finished, discuss their feelings based on the above questions. Choose another activity for the second listening.

Mixed-Up Pictures

Purpose: To listen for specific words

Level: All

Time: 15 – 20 minutes (to play the song two or three times)

Preparation and Materials: Hang the pictures (pages 602-609) on the board and label pictures A-H. (Answer key: page 615.)

Instructions: Have the students write numbers 1 – 8 on their papers. While playing the song a few times, the students will write the corresponding letter of the picture in the order they are mentioned in the song. After playing the song, have students check their answers.

Musical Words

Purpose: To listen for and write specific words or phrases

Level: 2 and above

Time: 20 – 25 minutes (to play the song two times)

Preparation and Materials: Stop the song at the places on the CD suggested below. Stop the song after each stanza (see the lyrics on page 598):

Section 1: lines 1 – 7 (0:00 – 1:05)

Section 2: lines 8 – 14 (1:06 – 1:36)

Section 3: lines 15 – 21 (1:37 – end)

Instructions: While playing a part of the song, have the students write down as many words they hear on their paper. When the song stops suddenly, the students should stop writing.

Repeat this for each section of the song until the song is complete. Compile a list on the board of all the students' words. Listen to the song a second time, stopping at the same places. Have the students check the board and cross off any words they did not hear during the second time.



You Made Me Laugh: Mixed-Up Pictures



BARGE





THINK





LOVE

604



www.americanenglish.state.gov



BIRD





SMILE





STAR





HEAVY





TIGER

609



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Singing Activities: Choose one of the singing activities below.

Disappearing Song

Purpose: To practice pronunciation and intonation, and to recall words and phrases

Level: 2 and above **Time:** 25 – 30 minutes (to sing the song four times)

Preparation and Materials: Write the song lyrics (page 598) on the board.

Instructions: Practice singing the song through once. Erase 10% of the lyrics, drawing a line under each missing word. Sing through the song again, filling in the missing words aloud. Continue erasing 10% each time until only 50% of the lyrics are left. Sing through one last time.

Old Song, New Song

Purpose: To explore the rhythm of words

Level: 2 and above **Time:** 40 – 55 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the lyrics (page 598) for each group of students or write the lyrics on the board.

Instructions: Discuss genres of music as a whole. Break students into small groups based on the genre they like the most. Listen to the song once. The students will sing the same song with the same lyrics, but in their groups' assigned genre. Give the students enough time to practice and be ready to sing their song to the class. After singing their song, each group can teach their version to the class and the students can vote on their favorite version.

Crazy Lyrics

Purpose: To explore the rhythm of words, use different parts of speech, and think about why words are appropriate or inappropriate in particular contexts

Level: 2 and above **Time:** 20 – 30 minutes

Preparation and Materials: Make a copy of the Crazy Lyrics handout (page 611) for each group of students.

Instructions: Put the students in small groups. Assign one group member to be the recorder and give only that student the handout. The recorder will prompt another group member to give them a word that is missing ("Give me a noun-place" "The Moon"). The recorder will write in the answer on the blank for that spot and continue until all blank spots are filled. Once finished, the recorder will read the new lyrics aloud. Take turns playing the song and singing the new lyrics for the class.



You Made Me Laugh: Crazy Lyrics

Group Recorder: Do not show this handout to the rest of your group. Ask your group members to give you a word that fits the description in parentheses underneath the line. Write in the words that your group members suggest. For example, you could say, “Give me an adjective,” and your group members might reply, “heavy.” Then write “heavy” in the first blank. Next ask them, “Give me a noun for a thing,” etc. When you have filled in all the blanks, read or sing the new song to your group.

Hey there, love.

_____ like a _____?
(adjective) (noun – thing)

And the world by the tail, you couldn't be a star.

But you made me _____.
(verb – action)

You made me _____.
(verb – action)

I don't sit and worry.

I can't see no reason why.

_____ like a _____.
(verb – action, past tense) (noun – animal)

_____ like a _____.
(verb – action, past tense) (noun – animal)

You left this world for a place much higher.

You made me _____.
(verb – action)

You made me _____.
(verb – action)

I don't sit and worry.

Ain't no use to wonder why.



Post-listening Activities: Choose one or two of the activities below.

Speaking: Silly Story

Purpose: To tell stories and practice using new vocabulary in sentences

Level: 2 and above **Time:** 15 – 20 minutes

Preparation and Materials: Make a copy of the Silly Story word cards (page 613) for each group of students.

Instructions: Break the students into groups of 5; have them sit in groups facing each other and place the stack of cards face (word) down in the middle. The students will take turns choosing a card from the pile and creating a sentence that includes the given word and builds off of the sentence before them to build one, complete story. Once finished, each group can share their story with the other groups.

Reading: Reading Groups

Purpose: To practice reading comprehension skills, conduct research, think critically, and collaborate as part of a team

Level: 3 and above **Time:** 45 – 50 minutes in class (groups may need much more time outside of class)

Preparation and Materials: Make a copy of the reading (page 614) for each student. Assign this project as a group activity. Give the group one week to prepare. Provide students with colored pens/markers, glue, and paper for making posters as needed.

Instructions: Assign each group the following jobs: *The Leader*: makes sure everyone is staying on task and within the time limit. *The Historian*: presents background information on the reading. *The Wordmasters*: looks-up and presents new vocabulary. *The Questioner*: asks reading comprehension questions before and after the text is read. *The Discusser*: creates discussion questions for the class to elicit students' opinions of the reading.

Writing: Songwriter Histories

Purpose: To write short narratives in the past tense

Level: 2 and above **Time:** 40 – 50 minutes (may be extended over several class sessions)

Preparation and Materials: None

Instructions: Divide the students into small groups. Brainstorm the mood of the song (happy, sad). Then, brainstorm the background of the songwriter (age, personality). Then, brainstorm some reasons the songwriter wrote the song. Finally, the students will write a story about the life of the songwriter before they wrote the song. Share stories when groups are finished.



You Made Me Laugh: Silly Story

barge	bird	cry
flew	fought	heavy
laugh	live	love
mile	sit	smile
star	tail	think
tiger	world	worry



The Blues: An Iconic Style of American Music

The blues is a genre of music that **originated**¹² in the southern United States in the late 1800s. The blues came from African-American musical traditions including the songs from the time of slavery. Originally, most blues music was sung by an individual performer, accompanied on a guitar or **harmonica**¹³ and focused on themes about sadness, difficulties, and bad luck. After the end of slavery, many African Americans began migrating and taking the blues all over the United States with them. Over time the blues evolved and became an **iconic**¹⁴ style of truly American music. Despite the changes the music has undergone over time, the themes of the blues have continued to focus on **sorrow**¹⁵ and **melancholy**¹⁶ but with an underlying sense of determination. In fact, “singing the blues” is a common impression that Americans use to indicate that someone is feeling sorry for themselves or complaining about a situation.

In addition to the theme of the music, the blues are characterized by the use of certain instruments, sounds, and rhythms. The song “You Made Me Laugh” belongs to a specific genre called electric blues, a major style that began in the 1930s and gradually became



harmonica

more popular in Chicago, Memphis, and Texas in the 1940s. The style typically features the electric guitar, harmonica, and a rhythm section consisting of bass guitar and drums. The harmonica solos at the beginning, middle, and end of “You Made Me Laugh,” as well as the sounds of the guitars and drums in the background, are all typical of this kind of blues.

The sounds and lyrics of blues music seem to work together to create catharsis, the opportunity for emotional release for the singer. For example, in the song “You Made Me Laugh,” singer

Omar Kent Dykes pays tribute to his wife, who had recently **passed away**.¹⁷ Dykes sings about a person he loved who has “left this world for a place much higher.” Although he will continue to remember the loved one he has lost and the good times spent with her, he tries to go on with his life instead of **being bogged down**¹⁸ by worry and sadness. There is certainly a mood of **despondence**¹⁹ that comes through in the melody and the singer’s voice, but also a note of determination and perhaps even **optimism**²⁰ that can be heard throughout the song. The **juxtaposition**²¹ of these two seemingly contradictory emotions is possibly what enables the blues genre to have such a **therapeutic**²² effect on its listeners and such appeal to its fans.

¹² **originate** come from, start, or begin to exist

¹³ **harmonica** a small musical instrument that is played with your mouth. It has many small openings that produce different sounds when air is blown or sucked through them

¹⁴ **iconic** from icon, a widely known symbol

¹⁵ **sorrow** a feeling of sadness or grief caused especially by the loss of someone or something

¹⁶ **melancholy** a sad mood or feeling

¹⁷ **pass away** die

¹⁸ **be bogged down** feeling of being stuck or prevented from doing something

¹⁹ **despondence** a feeling of sadness and hopelessness

²⁰ **optimism** a feeling or belief that good things will happen in the future

²¹ **juxtaposition** placement of different things together to create an interesting effect or to show how they are the same or different

²² **therapeutic** having the effect of making someone feel better



You Made Me Laugh: Answer Keys

Unscramble the Sentences: Answer Key

1. You couldn't be a star.
2. But you made me laugh.
3. You made me cry.
4. I don't sit here and worry.
5. You left this world for a much higher place.

Mixed-Up Pictures: Answer Key

1. love
2. heavy
3. barge
4. star
5. bird
6. tiger
7. smile
8. think

