

Song 15: The Time Is Now



ACTIVITY MENU

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The Time Is Now: Lyrics

by Travis Haddix

(4:41)

- 1 If there was a time
 Our society needs fairer weather
 It's now. Oh, right now.
 If there was a time,
 We should get our act together
 It's now. Oh, right now.
- 7 I used to say I don't need nobody but me,
 But today with that statement I disagree.
 If there was a time we need love,
 It's now.
- 11 If there ever was a time,
 We should help each other
 It's now. Oh, right now.
 If there ever was a time,
 We should behave as brothers,
 It's now. Oh, right now.
 All for one man, and one for all,
 Together we stand, but divided we fall.
 If there ever was a time, we need love
 It's now.
- 21 If there ever was a time,
 We should be friends,
 It's now. Oh, right now.
 If there ever was a time,
 This violence should end,
 It's now. Oh, right now.
 People are fighting, all over this world,
 Men and women are dying, boys and girls.
 If there ever was a time,
 Oh, we need love, oh, it's right now.
 Oh, right now.



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

Picture Dictation

Purpose: To generate interest and introduce vocabulary for the song, activate background knowledge about the topic, and recognize prepositions

Level: 2 and above **Time:** 10 – 15 minutes

Preparation and Materials: Hang the picture of two girls climbing a mountain (page 782) on the board. Cover the line and picture from the song with a piece of paper so that students cannot see it.

Instructions: Begin describing the picture, having the students draw what they think the picture looks like. Once picture has been described, have students share with classmates. Show the original picture and compare to students' drawing. After completing the picture dictation, uncover the line from the song and have students make predictions based on the picture and the line.

Stanza Creation

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

Level: 3 and above **Time:** 30 – 40 minutes, plus the length of the song (4:41 minutes)
(This activity may be extended over several class sessions.)

Preparation and Materials: Write the following keywords from the fourth stanza on the board in random order: *dying, end, fighting, love, time, need, now, time, violence, and world.*

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.

What Do You Know About...?

Purpose: To generate interest in the song, and activate background knowledge about blues music and instrument

Level: All **Time:** 10 – 15 minutes

Preparation and Materials: Make a copy of the quiz (page 783) for each group of students. (Answer key: page 789.)

Instructions: Tell students that the quiz is about the style of music called blues. In small groups, have students complete the quiz, trying to answer as many questions as possible. Review answers when all groups are finished. Discuss which words from the quiz may be in the song; listen to the song to check students' predictions.



The Time Is Now: Picture Dictation



**Together we stand, but
divided we fall.**



The Time Is Now: What Do You Know About...?

We are going to listen to a song called *The Time Is Now*, performed by Travis Haddix. This song is an example of a style of music called the **blues**. Answer the following questions:

True or False? All About the Blues

Decide if each statement below is true or false.

1. The Blues is a new style of music that has developed in the last 20 years.

true *false*

2. Blues music often has a melancholic, or sad, melody.

true *false*

3. Blues music often has a message of determination and optimism despite the sad melody.

true *false*

Typical Instruments Used in Blues Music

The following instruments are often used in blues music, and you'll be able to hear many of them in the song. Can you match the instrument with its name?

A. *drums* B. *piano* C. *harmonica* D. *trumpet* E. *saxophone* F. *electric guitar*



4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____



Listening Activities: Choose one of the listening activities below.

Relax and Enjoy!

Purpose: To enjoy listening to the song

Level: All

Time: 10 – 15 minutes

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

Does it seem like a happy or a sad song?

What line is repeated throughout the song?

Why do you think the songwriter chose to use a specific word/expression multiple times?

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.

Song Bingo

Purpose: To listen for specific words, introduce vocabulary from the song, and make print and sound connections

Level: All

Time: 15 minutes (to play the song two times)

Preparation and Materials: Write the following words from the song on the board: *behave, brothers, divide, dying, end, fair, fall, fighting, friends, help, love, need, now, society, stand, time, together, violence, weather, and world.*

Instructions: Have students draw a blank 3x3 grid on their paper (9 spots). The students should fill each spot with 9 different words from the board. As the song plays, the students should cross off each word they hear that appears on their grid. Once all 9 words are crossed off, the student can shout *Bingo!* Listen to the song again to check answers.

Did You Hear What I Heard?

Purpose: To listen for main ideas and specific details

Level: Level 2 and above

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

Preparation and Materials: (Answer key: page 789.) Write the following questions on the board:

What are two things that the singer is not happy with?

What are two things the singer says we need or should do?

When does the singer think people need to take action?

Instructions: As the song is played, students will try to answer each of the questions. After the song is finished, have the students compare answers with classmates. Review answers as a class and discuss any answers that are wrong.



Singing Activities: Choose one of the singing activities below.

Sing Along With Me

Purpose: To practice pronunciation and intonation

Level: All **Time:** 10 – 15 minutes (to sing the song one or two times)

Preparation and Materials: Write the lyrics (page 780) on the board or on a large poster.

Instructions: Students sing along with the song while the teacher points to each word on the board. If some students learn the song quickly, they can go to the board and become the pointers.

Your Moves

Purpose: To learn vocabulary from the song, and represent word meanings with actions

Level: All **Time:** 20 – 30 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the lyrics (page 780) for each student, or write them on the board. Circle the following words and phrases each time they occur in the lyrics:
right now disagree love help time

Instructions: Before singing, create a motion to correspond to each phrase circled. Practice each motion until the students have all of them memorized. Sing and move to each circled phrase as the class listens to the song.

One Theme – Many Songs

Purpose: To create a song, and practice pronunciation and intonation

Level: 3 and above **Time:** 60 – 75 minutes (depending on the number of songs to be performed, this activity may be extended over several class sessions)

Preparation and Materials: None

Instructions: In small groups, have the students create an original two-stanza song with lyrics related to the song topic, but using different lyrics than the song they just heard. After students have created their song and practiced, have them perform their original song for their classmates.



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

Speaking: Act the Part

Purpose: To think critically and express opinions

Level: Intermediate and above **Time:** 25 - 35 minutes

Preparation and Materials: Make enough copies of the role-play cards (page 787) so that each student has one role. Use the following scenario: *One of you is a bus driver, and the rest of you are passengers on the bus. An argument occurs because you each have your own issues and problems. Then the bus crashes, and all of you are trapped inside. You must work together to get out of the bus.*

Instructions: Divide students into five groups and give each group an assigned role so all the same roles are sitting together (all the bus drivers, all the passengers #1, etc). Have the students discuss their roles and what they'll say. Make new groups so each group has one of each role and give the students time to act out their parts. Finally, discuss as a class if the problems and issues were solved in each group.

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:** 60 – 75 minutes in class (10 – 25 minutes for groups to prepare their paragraphs, plus 50 minutes to go through the text as a class)

Preparation and Materials: Make a copy of the reading text (page 788) for each group.

Instructions: Divide students into three groups and assign each group the following paragraphs. Group 1: Paragraphs 1 – 2, Group 2: Paragraph 3, Group 3: Paragraph 4. 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: Guest Musicians / Speakers

Purpose: To generate interest in community service, host a guest in the classroom, and write invitations and thank-you letters

Level: 3 and above **Time:** 120 – 170 minutes (may be extended over several class sessions)

Preparation and Materials: Identify and contact a local community leader who has been active in community service. Prepare sample invitation and thank-you letters (models are included in Part I of this book).

Instructions: Ask each student to write an invitation to the speaker to come and talk about ways people can cooperate in the local community. If the speaker comes, have students prepare an introduction of the speaker, as well as questions to ask the speaker and a thank you letter.



The Time is Now: Act the Part

The Bus Driver

You are working extra hours because your replacement did not show up on time for work. Working late is making you miss your child's sporting event and has made you very unhappy and cranky with the passengers. You are in a hurry to finish the route and nearly drive right past Passenger #2, who has arrived late at the bus stop.



Passenger #1

You are a young, healthy teenager sitting near the front of the bus. When elderly Passenger #4 gets on the bus, you do not offer him/her your seat. When Passenger #4 passes you, he/she steps on your foot.



Passenger #2

You are walking to the bus stop when you see the bus coming. You begin to run so that you will not miss the bus, but the bus driver does not slow down or wait for you. You chase after the bus and finally the driver stops to let you on. You are angry at the bus driver for not waiting for you.



Passenger #3

You are a business person on your way to a job interview. When Passenger #4 passes you, he/she spills a drink on you, leaving a large stain on your pants. You are angry and concerned about going to your interview with messy clothes.



Passenger #4

You are an elderly man/woman who walks with a cane. You get on the bus after Passenger #2. When you get on the bus, the closest seat is taken by Passenger #1, who does not offer it to you. You accidentally step on Passenger #1's foot as you try to pass. This makes you trip and spill your drink on Passenger #3, who becomes angry with you.



Community Spirit in America

“Our society needs fairer weather”

- Travis Haddix, *The Time is Now*

Think about the weather line above from the **blues**⁷⁰ *The Time is Now*. What do you think the singer means by “fairer” weather? Do you think he is talking about the actual climate? Or could he mean something more?



Perhaps ‘weather’ is a symbol for relationships between people in society. By calling for fairer weather, the singer suggests that we need to calm “stormy” relationships between individuals in society. In a storm the wind blows in all directions, and the rain beats against the ground. The overall picture is messy and disorganized. Nothing is accomplished until fair weather returns. When the storm is over, the sun comes out, and rebuilding can begin.

The lyrics of the song suggest that now is the time to begin rebuilding society by working together. However, the idea of neighbors working together for the common good is not new in America. In fact, the founders of the United States included farmers who worked hard to help each other and to build communities. Especially in times of **crisis**,⁷¹ farmers help each other to maintain their families, property, crops, and animals. Natural disasters, such as storms, bring out the community spirit among farmers.

Today Americans continue to come together in times of need. For example, on May 22, 2011, a catastrophic **tornado**⁷² hit the town of Joplin, Missouri. Nearly 8,000 homes, churches, schools, and businesses were destroyed or severely damaged, leaving thousands of families homeless, hundreds of people injured, and more than 150 people dead. But now the people in the town have come together to rebuild the city. And they aren’t doing it alone: people all around the United States have donated money, **non-perishable**⁷³ food, household items, and other supplies. Many others have volunteered their time and labor to clear away the **debris**⁷⁴ and begin to rebuild. Despite the tragedy in Joplin, residents are not singing the blues. Instead, they are moving forward together.



tornado

⁷⁰ **blues** a style of music that often has sad melodies and lyrics that was created by African Americans

⁷¹ **crisis** a difficult or dangerous situation that needs serious attention

⁷² **tornado** a violent and destructive storm in which powerful winds move around a central point

⁷³ **nonperishable** able to be stored for a long time before being eaten or used

⁷⁴ **debris** the pieces that are left after something has been destroyed



The Time Is Now: Answer Keys

What Do You Know About...? Answer Key

1. False. Blues music originated among African American communities in the late 1800s.
2. True.
3. True. The sound of the music often seems contradictory to the message. Blues music often offers a positive message about a sad theme.
4. D. trumpet
5. E. saxophone
6. F. electric guitar
7. A. drums
8. B. piano
9. C. harmonica

Did You Hear What I Heard? Answer Key

1. violence, people fighting, people dying,
2. **we need** fairer weather, love. **We should** get our act together (get organized), help each other, behave as brothers, be friends, and end the violence.
3. right now

