

Song 14: Just Like Everyday People



ACTIVITY MENU

PRE-LISTENING

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Brainstorming and Mind-Mapping Vocabulary
How Many Questions in a Minute?

LISTENING

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Mixed-Up Pictures
Listening for Rhyming Words

SINGING

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Crazy Lyrics

POST-LISTENING

Speaking: Silly Story
Reading: Main Ideas and/or Specific Details
Writing: Story Extensions



Just Like Everyday People: Lyrics

by Kelli Heath

(4:12)

- 1 People fighting
Wrong and righting
People doing things just the way they think they oughta do
Making deals, sell themselves shorter than they got to
Crack the whip and a loving kick and
Make it to the top another day another hour another minute
- 7 But don't keep me waiting if your heart isn't in it.
When the tables turn, will you finally learn?
You gotta live. Just like everyday people.
You gotta give. When you know you just can't win.
We're getting ready to begin.
It's easy out and easy in. I'm gonna need you as a friend.
- 13 See, we forget and we remember
Regret and get defensive
Go back the way we came
And every day the same mistake
Sit around the kitchen table
Learning how to fear our neighbors
And I can't tell you why
- 21 Well I believe in... Says I don't break even
Somebody suited for a better life.
And there ain't no easy way around.
No quick and dirty way about it.
You gotta live, just like everyday people.
We got it good so you gotta give.
When you know you just can't win.
- 28 We're getting ready to begin.
It's easy out and easy in. I'm gonna need you as a friend.



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

Four Corners

Purpose: To generate interest in the song, and express opinions and make choices about controversial ideas/statements

Level: 2 and above

Time: 20 – 25 minutes

Preparation and Materials: Label four corners or areas of the classroom with posters or signs that say: *Strongly Agree Agree Disagree Strongly Disagree*

Instructions: Write the controversial statements (page 770) on the board one at a time. Ask the students to walk to and stand in the corner that matches how they feel about that statement. Have students share with the others in their corner why they feel that way about the statement. After small group discussions, each corner can then explain to the rest of the class the reasons why their group feels this way. Repeat the procedure for each of the prepared statements. After listening to the song, write the corresponding line from the song (page 770) next to each controversial statement and hold a follow-up discussion.

Brainstorming and Mind-Mapping Vocabulary

Purpose: To generate interest in the song, and activate background knowledge about the topic

Level: All

Time: 10 – 15 minutes

Preparation and Materials: Write the following line from the song on the board as the starting point for brainstorming: *People fighting, wrong and righting*

Instructions: Write the phrase in the middle of the board and circle it. Encourage students to call out any thoughts that come to mind when they see the phrase, and write the students' ideas on the board. Ask the students to look at these ideas and try to group them into subtopics. Write the subtopics in smaller circles around the main idea and connect them with lines to the main circle to create a "mind map." Ask students to contribute new ideas based on these subtopics. Try to extend the ideas whenever possible to include content/vocabulary connected to the song. Then, play the song. Ask students to mark which of their ideas/words are actually in the song.

How Many Questions in a Minute?

Purpose: To generate interest and introduce vocabulary for the song, activate background knowledge about the topic, and ask and answer questions

Level: 3 and above

Time: 15 – 20 minutes

Preparation and Materials: Hang the picture of two people arguing and then compromising (page 771) on the board.

Instructions: Divide the students into small groups. Assign roles/tasks to each group member, such as: **Questioner**, who asks as many questions about the picture as possible in three minutes (Questions can be about anything in the picture); **Answerer**, who answers the questions; and **Counter**, who counts how many questions were asked during the time limit. After they have finished, students may switch roles and repeat the activity so that students have a chance to play different roles.



Just Like Everyday People: Four Corners

Controversial Statement	Corresponding Line from the Song
The most important opinion is your own.	People doing things just the way they think they oughta do
People should do whatever it takes to succeed, even if it means ignoring the needs of other people.	Crack the whip and a loving kick and make it to the top
The worst mistake is the mistake that you repeat.	Go back the way we came, and every day the same mistake
The best accomplishments are those that are easy to achieve.	And there ain't no easy way around, No quick and dirty way about it, You gotta live

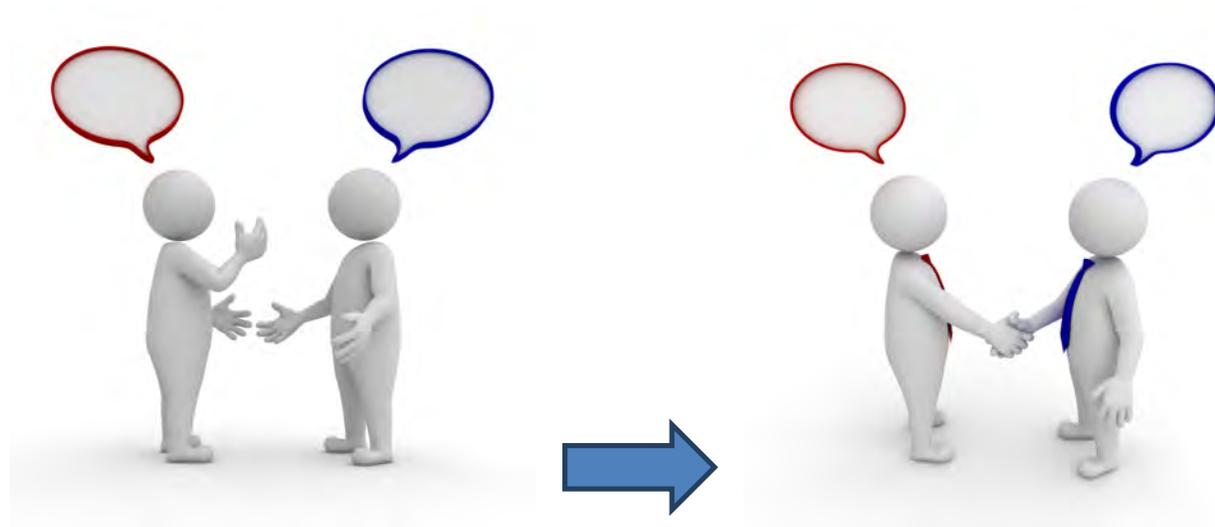
Just Like Everyday People: Answer Keys

Listening for Rhyming Words: Answer Key

<i>word</i>	<i>*starred words are near rhymes, line numbers are (in parentheses)</i>
fighting	righting (2), doing (3), making (4), loving (5), waiting (7), getting (11, 28), learning (19)
minute	in it (7), it (24)
turn	learn (8)
win	begin (11, 28), in (12, 21, 29), *friend (13, 30), even (21)



Just Like Everyday People: How Many Questions in a Minute?



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:

1. *What does the person singing the song tell us about himself?*
2. *Is this person happy or sad? Why do you think so?*
3. *When would you enjoy listening to this song?*

Instructions: Tell the students they are going to hear a song and that you want them to focus on how the song makes them feel and what it reminds them of. Play the song once. Have a general class discussion about the students' ideas and feelings using the questions that you prepared. After the discussion, select another activity for the second listening.

Mixed-Up Pictures

Purpose: To listen for specific phrases

Level: All

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

Preparation and Materials: Write the following phrases from the song on the board in random order. Put a letter under each phrase: A, B, C, and so on. Many of these phrases are idiomatic, so you may need to explain what these one means. (Answer key: see order below.)

- | | |
|----------------------------------|---|
| 1. <i>sell themselves short</i> | <i>to lack confidence in their abilities</i> |
| 2. <i>crack the whip</i> | <i>to push people to do more or better</i> |
| 3. <i>make it to the top</i> | <i>to succeed at something</i> |
| 4. <i>keep me waiting</i> | <i>to be behind schedule</i> |
| 5. <i>your heart isn't in it</i> | <i>you don't really want to do something</i> |
| 6. <i>the tables turn</i> | <i>the situation changes or reverses</i> |
| 7. <i>break even</i> | <i>to neither gain nor lose anything</i> |
| 8. <i>quick and dirty</i> | <i>to do something the quick and easy way, not the best way</i> |

Instructions: Ask students to number their papers 1 – 8. Explain to the students that they are going to listen to the song, and they need to decide which phrase was mentioned first, second, third, and so on. They should write the correct letter next to the number on their paper. Play the song two or three times so that most students have the correct order. Check their answers.

Listening for Rhyming Words

Purpose: To listen for details; and recognize and discriminate between similar sounds

Level: 2 and above

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

Preparation and Materials: Make a copy of the song lyrics (page 768) for each student or pair of students. Write the following words from the song on the board:

fighting minute turn win

Instructions: Tell the students that they will listen to the song and identify words that rhyme with the words you have written on the board by circling or underlining the rhyming words on their copy of the lyrics. Working individually or in pairs, have the students listen to the song and identify rhyming words. Students may check their work with each other. Play the song again so that everyone can double-check their answers. (Answer key: page 770.)



Just Like Everyday People: Crazy Lyrics

Directions for Group Recorder: Do not show this handout to the rest of your group. You are going to ask your group members to give you a word that fits the description in parentheses underneath each line. Write down the word that your group members suggest. For example, if you say, "Give me an action verb ending in *-ing*," and your group members reply, "baking," then write "baking" in the first blank. When you have filled in all the blanks, read or sing the new song to your group.

People _____, Wrong and righting
(-ing action verb)

People doing things just the way they think they oughta do

Making _____, sell themselves shorter than they got to
(plural noun)

Crack the _____ and a _____ kick and
(singular noun) (adjective)

Make it to the top another day another hour another minute

But don't keep me waiting if your _____ isn't in it.
(singular noun)

When the tables turn, will you _____ ?
(adverb) (verb)

You gotta _____. Just like everyday _____.
(verb) (plural noun)

You gotta _____. When you know you just can't win.
(verb)

We're getting ready to _____.
(verb)

It's easy out and easy in. I'm gonna need you as a _____.
(singular noun)



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 Silly Story words cards (page 776) for each group.

Instructions: Divide students into small groups and have them sit around a table or in a circle facing each other. Place the pack of cards face down in a stack on the table, so that the students cannot see the words. Tell the students that they are going to tell a story using the words on the cards. The first person in the group selects the top card and makes up a sentence using that word. *Example:* If the word is *rain*, the first student might say, *Once upon a time a little girl was walking in the rain.* The second person then selects the next card. That person must continue the story by making up a sentence using the word on the card. *Example:* If the word is *yellow*, the person might say, *The little girl was wearing a yellow coat.* Students continue telling the circle story until they have gone through all of the cards. At the end of the activity, you can ask a few groups to tell what happened in their stories.

Reading: Main Ideas and/or Specific Details

Purpose: To write and answer questions that focus on main ideas and details

Level: 3 and above

Time: 30 – 40 minutes in class (part of this activity is homework)

Preparation and Materials: Make a copy of the reading text (page 777-778) for each student.

Instructions: Explain to students the difference between a main-idea question and a detail question. As a homework assignment, tell students to write questions (and answers) based on the reading text. Two or three of the questions should be about main ideas and four or five questions about specific details. In class, have students exchange their questions with classmates. Have students answer the questions they received, and encourage them to discuss their answers with whoever wrote the questions.

Writing: Story Extensions

Purpose: To write creative narratives

Level: 2 and above

Time: 45 – 55 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the lyrics (page 768) for each group of students, or write the lyrics on the board.

Instructions: Divide the class into three groups: A, B, and C. Have students decide who the main characters in the song are and give them names. Then have each group create a story: Tell students in Group A to write a narrative paragraph about something that could have happened to the characters *before* the events described in the song; Tell students in Group B to write a narrative paragraph about what *did* happen to the characters according to the song; Tell students in Group C to write a narrative paragraph about what could happen to the characters *after* the events in the song.

Assemble new groups with one student from Group A, one from Group B, and one from Group C. Have them read their stories to each other in sequence. Some of the story combinations may be humorous, while others may seem nonsensical. Ask them to make changes so that they have one coherent story. Ask one or two groups to share their combined stories with the class.



Just Like Everyday People: Silly Story

people	forget	neighbors	regret
wait	tell	kitchen	friend
mistake	table	whip	fear
learn	turn	begin	crack
remember	kick	defensive	need



Everyday People

Kelli Heath describes the world as she sees it in her song *Just Like Everyday People*—a world of unhappy people struggling to compete with each other and make it to the top. But the musical style does not express the ideas of struggle and competition. If she wanted the music to reflect struggle and competition, she might have chosen a faster style of music and instruments that can produce louder, harsher sounds, such as an electric guitar or a keyboard. Instead the slower pace and **soothing**,⁶⁴ thoughtful melody of Heath’s song make listeners reflect on the struggle and how to overcome it, not feel the struggle through the music. The lyrics encourage listeners to give up the struggle, be friends, and live ‘just like everyday people.’



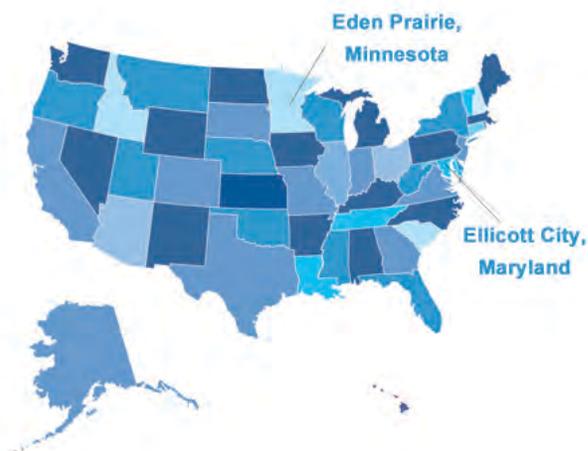
But who are America’s everyday people? And where do they live? Many live in the large cities that you have probably heard of: New York City, Los Angeles, Miami, and Chicago. Yet there are many more small cities where “everyday people” also live. Cities in the United States are often rated or labeled “the best cities to live in” based on characteristics that many Americans value, such as the quality of the school system, the **cost of living**,⁶⁵ **crime rates**,⁶⁶ culture, **diversity**,⁶⁷ available activities, and weather. Although these cities aren’t as well-known as the cities mentioned above, each has qualities that may appeal to many people.



Based on one website, Eden Prairie, Minnesota (population 64,000) was rated the best, family-friendly place to live in the United States in 2010. Most people think of Minnesota, which borders Canada, as a place with long, cold winters and lots of snow. But there is more in Eden Prairie than snow. Other factors that contributed to the positive rating were the number of jobs, the quality of education, many activities for kids, a range of outdoor activities (like swimming and hiking), not much traffic, low pollution, and a low crime rate. Overall, Eden Prairie came out on top.

Located across the country in the eastern state of Maryland,

Ellicott City (population 155,000) was also rated highly. Despite being known for its heavy traffic, qualities that contributed to its high rating included a beautiful historical district (with the oldest railroad station in the United States and the home of one of the signers of the Declaration of Independence), coffee shops, **antique**⁶⁸



⁶⁴ **soothing** producing feelings of comfort or relief

⁶⁵ **cost of living** the amount of money that is required in a particular area or society to pay for the basic things that people need (such as food, clothing, and housing)

⁶⁶ **crime rate** the number of crimes reported to the police in the area

⁶⁷ **diversity** having people of different cultures, races, religious beliefs, and backgrounds in a group or community

⁶⁸ **antique** belonging to an earlier period, style, or fashion : old and often valuable



shops, and small locally owned **boutiques**.⁶⁹ In addition, the city has lots of parks, a strong economy and job market, and affordable housing. Ellicott City has many of the benefits of a smaller city, while still being very close to the large urban centers of Washington, D.C. and Baltimore, Maryland.

All around the country, everyday people live in cities like Eden Prairie and Ellicott City, each with their own qualities and strengths.

⁶⁹ **boutique** a small store that sells stylish clothing or other usually expensive things

