

Text Analysis and Multimodal Teaching

Imagine

By: John Lennon

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion too

Imagine all the people
Living life in peace
You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one

Imagine no possessions
I wonder if you can
No need for greed or hunger

A brotherhood of man
 Imagine all the people
 Sharing all the world

You may say I'm a dreamer
 But I'm not the only one
 I hope someday you'll join us
 And the world will live as one

Text citation:

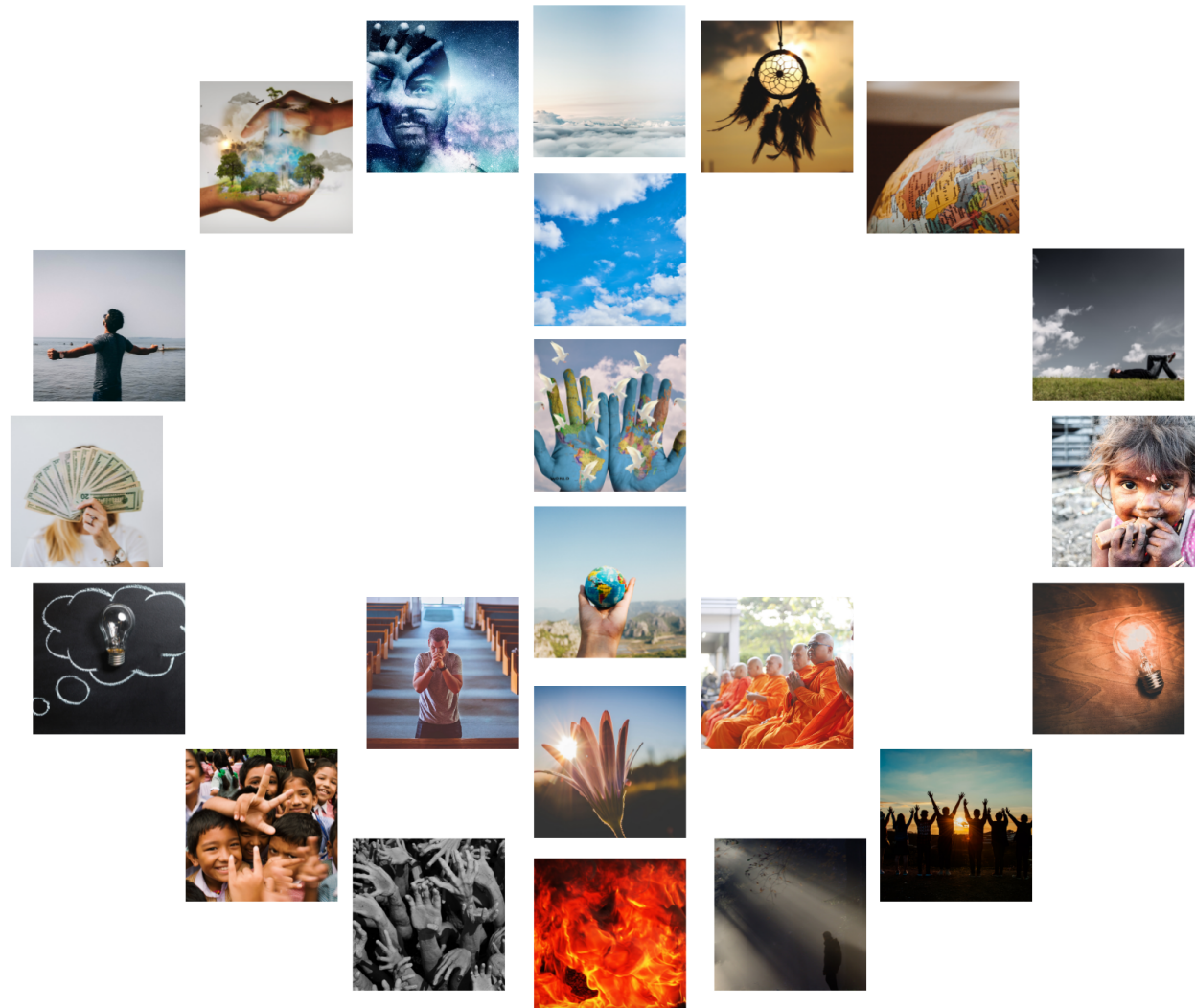
Lennon, John. "John Lennon - Imagine Lyrics". *Paroles-musique*, 2004,
https://www.paroles-musique.com/eng/John_Lennon-Imagine-lyrics.p22779.

the SLUG approach	<i>Features from your text</i>
<p>Make the text STRUCTURE and genre explicit</p> <ul style="list-style-type: none"> • What are the embedded features of the text? • Is it a technical manual? A short story? A textbook chapter? What are the features of the genre that your students may be unfamiliar with? 	<p>I.e.,</p> <ul style="list-style-type: none"> - These are lyrics to a pop song. What is the singer/songwriter trying to communicate? What is the message and/or meaning behind the lyrics? - How is the message being communicated? - What historical/background information might be helpful to better understand the message?
<p>Teach the LANGUAGE required to understand</p> <ul style="list-style-type: none"> • Identify the three different types of vocabulary in the text, as indicated in Hayes Jacob's book, <i>Active literacy across the curriculum</i>: High-frequency, specialized, embellishments 	<p>High-frequency vocabulary: imagine, people, living/live, dreamer, today, someday, say, join, world, no, one, all, only</p> <p>Specialized: heaven, hell, sky, try, countries, easy, hard, kill, die, religion, peace, hope, possessions, wonder, greed, hunger, sharing, nothing</p>

<ul style="list-style-type: none"> • What is essential for <i>basic</i> comprehension, how do we deepen comprehension and move towards complexity of understanding? 	<p>Embellishments: above, below, need, may, brotherhood</p>
<p>Cultural references are UNBLOCKED</p> <ul style="list-style-type: none"> • What are the assumptions embedded in the text, what is implicit, unstated, implied? • Make sure to decode cultural Idioms, expressions, phrases 	<p>I.e.,</p> <ul style="list-style-type: none"> - Living for today - Living life in peace - You may say - Brotherhood of man - World will be/live as one
<p>Use GRAPHIC organizers/visual aids</p> <ul style="list-style-type: none"> • each modality may have embedded symbols, cultural references, metaphors etc. Make sure to ‘unpack’ these with your students as well! 	<p>See next page</p>

TEXT ANALYSIS

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Works Cited

Canva. "Elements". Canva, 2021, <https://www.canva.com/>. Accessed 9 June 2021.