

I'M FREE

Subject: English Language Arts

Goal: to connect with Elsa's feeling of strength & freedom in "Let it Go"

Objectives: Students will...

- Examine the lyrics of "Let it Go".
- Identify a personal strength.
- Write original lyrics based on a personal strength.

Introduction

After fleeing Arendelle, Elsa yields her power to build an ice castle, a place she feels most free. The lyrics of "Let it Go", written by Kristen Anderson-Lopez and Robert Lopez, communicate the strength and freedom Elsa experiences after years of fearing the power within herself. By writing their own lyrics, students will explore the power of their own strengths.

Warm Up: Lyrics as Poetry

Write the following lyrics on the board:

"It's funny how some distance makes everything seem small
And the fears that once controlled me can't get to me at all;
It's time to see what I can do; To test the limits and break through;
No right, no wrong, no rules for me; I'm free"

Read the lyrics aloud and ask the class to suggest what they might mean. Next, explain to the class that "Let it Go" celebrates the strength and power within Elsa that she's previously feared. Facilitate a brief discussion about lyrics being poetry set to music, often used in theater to tell a story. Ask the students what they notice about the language choices and rhyming structure in "Let it Go."

Main Activity: Write Original Lyrics

Explain that Elsa uses her power to build an ice castle. Ask each student to brainstorm an imaginary place they would build with their own personal power. Encourage students to choose a power based on a personal strength or personality trait of their choosing. Working in pairs, instruct students to take turns describing their places and their powers. While one student shares, the other should write a list of all the adjectives used to describe the place and all the verbs relating to the power. Then, have students use the lists as inspiration to individually write a verse of lyrics for their personal "Let it Go" moment. Invite students to share aloud and encourage students to celebrate each piece of writing; it takes a lot of strength to share original work!

Reflection

Facilitate a brief discussion using the following prompts:

- What are some similarities among the powers of our class?
- What did you discover about the process of writing lyrics?
- How would you react if you discovered your power was negatively impacting others?
- How would you react if the place you built became threatened?

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(CTD.)



Variations:

OLDER: If you are working with older students, challenge the students to choose a personal strength that perhaps they once feared. In the main activity, encourage students to write a chorus in addition to a verse. In the reflection, ask students to identify a style of music for their composition.

YOUNGER: If you are working with younger students, consider reducing the length of the lyric to a rhyming couplet. In the main activity, encourage students to first draw their imaginary place before brainstorming words to describe it.

HOMESCHOOL: If you are working with a homeschool student, provide the option for the student to write original lyrics from the perspective of a friend or family they respect. In the main activity brainstorm, have your student identify a descriptor beginning with each letter of the alphabet.