



ONE DIRECTION

"ONE THING" & "WHAT MAKES YOU BEAUTIFUL"
USING POPULAR SONG LYRICS TO
TEACH POETIC DEVICES & MEANING

CREATED BY TRACEE ORMAN

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ONE DIRECTION Song Lyrics Activity

STUDENT Directions for “One Thing”:

1. Listen to the song (you can use the link to the video on YouTube or the music on the One Direction website). Some lyrics may differ from the video.
2. Answer questions 1-6. For questions 1-4, you are looking for examples of metaphor, personification, hyperbole, and idioms. Find at least one example of metaphor and personification; find three examples of hyperbole and two examples of idioms. For questions 5-6, listen for examples of alliteration and rhyme.

STUDENT Directions for “What Makes You Beautiful”:

1. Listen to the song (you can use the link to the One Direction website, which allows you to listen to the song online).
2. After listening, answer questions 1-4 regarding the meaning of the song.
3. Extended activity: Find a poem that has a similar theme, meaning, or message as “What Makes You Beautiful.” Be prepared to share why you chose that particular poem. Point out certain lines that indicate its similarities.

Aligned with the Common Core Standards:

This exercise practices the following Common Core College and Career Readiness Anchor Standards for Reading:

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grades 6-8:

- RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Grades 9-10:

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Grades 11-12:

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)



ONE DIRECTION Song Lyrics Activity

Teacher Instructions

Using song lyrics is an effective way to teach poetic devices and figurative language. Students may struggle with identifying and understanding those devices in literature, but when you point them out in music they enjoy, something clicks.

I provided links to the websites with the lyrics and music. You can play the music directly from these sources or direct students to listen on their own (if they have access to the internet).

If you do not have access to the internet or the songs, you can still use the lyrics without playing the music. The music does enhance the experience, but it is not necessary.

Directions:

(One Thing) Play the first song for students and let them just listen to it first. Then, pass out the lyrics (or project them on a screen or white/smartboard to save paper) and play the song a second time. Have them work together or individually to find different poetic devices.

(What Makes You Beautiful) Play the song and ask students to think about the meaning as they listen. After they listen, have them complete the questions on the handout (or project the handout to save paper).

After they have answered the questions, have them find a poem that has a similar meaning--basically any love poem or poem about beauty will work. (They can search in books or on the internet. I like the poets.org website.) I have included a handout of some poems if you would rather select a poem for them. Have them share why they think the two pieces relate to one another.

This exercise is a good way to get kids to read poems. As they are searching for a “beauty” or “love” poem, they are reading many, many poems in the process to find one they like.

I have included the following separate “student copy” handouts for your convenience:

- **Song lyrics copy** - A separate copy of the lyrics and prompts/questions.
- **Poem examples** - a one-page handout with sample poems about beauty.
- **Definitions of devices** - a one-page handout of definitions. Use with students who need additional help.

You may distribute the student copies electronically. If you do post them on the internet, please take the file down after you are through using it with your students. Thank you for your cooperation.



ONE DIRECTION Song Lyrics Activity

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Site licenses are available upon request. If you have any questions, contact info@teacherspayteachers.com or Tracee at hungergameslessons@gmail.com. Thanks so much!

If you enjoy this lesson, you can find additional resources in [my store](#) to help you teach poetry:

Firework by Katy Perry (FREE download) and **Domino by Jessie J** - Uses the lyrics to Jessie J's popular song "Domino" to practice identifying figurative language.

Write Like Poets - Presentation & Handout; students will learn about different forms of poetry and practice their own parody and original versions. Excellent for students who struggle writing poems. (Also available on Poetry CD.)

Poetry 911: 40 Formulas for Writing Poetry - A handout with formulas and examples, complete with student worksheets for writing the poems.

Analyzing Poetry Through Music - Help students understand the meaning of poems when you pair similar-themed songs with them. Makes it much easier for students to "get" poetry. Includes packet that can be used year after year.

Poetic Devices Presentation with Song Lyric Examples - Continue the lessons in figurative language with this PDF presentation, which includes Iyaz's "Replay."

Poetry Resources Digital Bundle - A compilation of many of my popular poetry resources.

*Do you have a song request? Email your requests to hungergameslessons@gmail.com and let me know.
Thanks so much for your purchase!
-Tracee*



Definitions of Poetic Devices & Figurative Language

Poetic Devices (sound devices used to create a mood, set the tone)

Alliteration - repetition of beginning sounds (sad Sunday, knowing nobody, candy kisses)

Anaphora - repetition of a word or words at the beginning of a line (for effect)

Assonance - repetition of vowel sounds within words

Consonance - repeated consonant sound within words

Internal Rhyme - the rhyming of two or more words within the same line

Near Rhyme (or half rhyme/slant rhyme) - the repetition of sounds (usually the consonant sound will match, but not the vowel sound); in **half-rhyme** the final consonant sounds are identical but the vowels are not (trolley/bully, mirth/forth).

In **slant rhyme**, the beginning and final consonant sounds are alike, but the vowels are not (spilled/soiled, chitter/chatter).

Onomatopoeia - words that imitate their sound (BAM! SPLAT! hiss... rip)

True Rhyme - the last syllable of words have identical sounds

Figurative Language (figures of speech not meant to be taken literally)

Allusion - reference to another person, place, event, literary work, etc.

Hyperbole - exaggeration

Idiom - a common phrase or figure of speech not to be taken literally (examples: beating around the bush, raining cats and dogs)

Metaphor - comparison of two things (equating one to the other)

Personification - a metaphor that gives human qualities/traits to non-human things

Simile - comparing two things using like or as



ONE DIRECTION Song Lyrics Activity

ONE THING

I've tried playing it cool
Girl when I'm looking at you
I can never be brave
'Cause you make my heart race
Shot me out of the sky
You're my kryptonite
You keep making me weak
Yeah, frozen and can't breathe

Something's gotta give now
'Cause I'm dying just make you see
That I need you here with me now
'Cause you've got that one thing

So get out, get out, get out of my head
And fall into my arms instead
I don't, I don't, don't know what it is
But I need that one thing
And you've got that one thing

Now I'm climbing the walls
But you don't notice at all
That I'm going out of my mind
All day
And all night
Something's gotta give now
'Cause I'm dying just to know your name
And I need you here with me now
'Cause you've got that one thing

So get out, get out, get out of my head
And fall into my arms instead
I don't, I don't, don't know what it is
But I need that one thing
So get out, get out, get out of my mind
And come on, come into my life
I don't I don't, don't know what it is
But I need that one thing
And you've got that one thing

You've got that one thing
Get out, get out, get out of my head
And fall into my arms instead

CAN YOU IDENTIFY...

Figurative Language

1. Metaphor
2. Personification
3. Hyperbole (find at least 3 examples)
4. Idiom (find at least 2 examples)

Sound devices

5. Alliteration (find at least 2 examples)
6. Rhyme (find at least 3 rhyming pairs)

Lyrics From: http://www.onedirectionmusic.com/gb/songs/entry/one_thing/

Listen & watch here: <http://www.youtube.com/watch?v=tjgLbv3uPbl>

(Note: the lyrics in the YouTube video do not match the actual song lyrics in some parts. The lyrics above are from their official website, so I believe they are correct.)



WHAT MAKES YOU BEAUTIFUL

You're insecure,
Don't know what for,
You're turning heads when you walk through the door,
Don't need make up,
To cover up,
Being the way that you are is enough,

Everyone else in the room can see it,
Everyone else but you,

[Chorus]

Baby you light up my world like nobody else,
The way that you flip your hair gets me overwhelmed,
But when you smile at the ground it ain't hard to tell,
You don't know (oh oh),
You don't know you're beautiful!
If only you saw what I can see,
You'd understand why I want you so desperately,
Right now I'm looking at you and I can't believe,
You don't know (oh oh),
You don't know you're beautiful!
(Oh oh)
That's what makes you beautiful!

So come on,
You got it wrong,
To prove I'm right I put it in a song,
I don't why,
You're being shy,
And turn away when I look into your eyes,

Everyone else in the room can see it,
Everyone else but you,

[Repeat Chorus 2x]

Nana (chant)

[Repeat Chorus 2x]

WHAT DOES IT MEAN?

1. How does the speaker of the song feel about its subject ("you")?
2. Which lines indicate that the speaker feels this way?
3. What makes the subject "beautiful" according to the speaker?
4. Do you think the speaker is only interested in how she looks? Why or why not? (Find a line from the song that supports your opinion.)

EXTENDED ACTIVITY

Find a poem that has a similar theme to "What Makes You Beautiful" to share with the class.

From: http://www.onedirectionmusic.com/gb/songs/entry/What_Makes_You_Beautiful/

You can also listen to the song from this weblink.



Poems Relating to Beauty

(Poetry sources from www.poets.org)

Faults by Sara Teasdale

They came to tell your faults to me,
They named them over one by one;
I laughed aloud when they were done,
I knew them all so well before,—
Oh, they were blind, too blind to see
Your faults had made me love you more.

SONNET 130 by William Shakespeare

My mistress' eyes are nothing like the sun;
Coral is far more red than her lips' red;
If snow be white, why then her breasts are dun;
If hairs be wires, black wires grow on her head.
I have seen roses damask'd, red and white,
But no such roses see I in her cheeks;
And in some perfumes is there more delight
Than in the breath that from my mistress reeks.
I love to hear her speak, yet well I know
That music hath a far more pleasing sound;
I grant I never saw a goddess go;
My mistress, when she walks, treads on the ground:
And yet, by heaven, I think my love as rare
As any she belied with false compare.

I died for Beauty -- but was scarce by Emily Dickinson

I died for Beauty -- but was scarce
Adjusted in the Tomb
When One who died for Truth, was lain
In an adjoining room --

He questioned softly "Why I failed"?
"For Beauty", I replied --
"And I -- for Truth -- Themself are One --
We Brethren, are", He said --

And so, as Kinsmen, met a Night --
We talked between the Rooms --
Until the Moss had reached our lips --
And covered up -- our names --

THE DEFINITION OF BEAUTY by Robert Herrick

Beauty no other thing is, than a beam
Flash'd out between the middle and extreme.

In a Station of the Metro by Ezra Pound

The apparition of these faces in the crowd;
Petals on a wet, black bough.

She Walks in Beauty by Lord Byron

She walks in beauty, like the night
Of cloudless climes and starry skies;
And all that's best of dark and bright
Meet in her aspect and her eyes:
Thus mellow'd to that tender light
Which heaven to gaudy day denies.

One shade the more, one ray the less,
Had half impaired the nameless grace
Which waves in every raven tress,
Or softly lightens o'er her face;
Where thoughts serenely sweet express
How pure, how dear their dwelling-place.

And on that cheek, and o'er that brow,
So soft, so calm, yet eloquent,
The smiles that win, the tints that glow,
But tell of days in goodness spent,
A mind at peace with all below,
A heart whose love is innocent!



Poems Relating to Beauty

(From www.poets.org)

Danse Russe by William Carlos Williams

If when my wife is sleeping
and the baby and Kathleen
are sleeping
and the sun is a flame-white disc
in silken mists
above shining trees,-
if I in my north room
dance naked, grotesquely
before my mirror
waving my shirt round my head
and singing softly to myself:
"I am lonely, lonely,
I was born to be lonely,
I am best so!"
If I admire my arms, my face,
my shoulders, flanks, buttocks
against the yellow drawn shades,-

Who shall say I am not
the happy genius of my household?

Persephone, Falling by Rita Dove

One narcissus among the ordinary beautiful
flowers, one unlike all the others! She pulled,
stooped to pull harder—
when, sprung out of the earth
on his glittering terrible
carriage, he claimed his due.
It is finished. No one heard her.
No one! She had strayed from the herd.

(Remember: go straight to school.
This is important, stop fooling around!
Don't answer to strangers. Stick
with your playmates. Keep your eyes down.)
This is how easily the pit
opens. This is how one foot sinks into the ground.

Annabel Lee by [Edgar Allan Poe](http://www.poets.org)

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;
And this maiden she lived with no other thought
Than to love and be loved by me.

I was a child and she was a child,
In this kingdom by the sea:
But we loved with a love that was more than love--
I and my Annabel Lee;
With a love that the winged seraphs of heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful Annabel Lee;
So that her highborn kinsman came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

The angels, not half so happy in heaven,
Went envying her and me--
Yes!--that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud by night,
Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we--
Of many far wiser than we--
And neither the angels in heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee:

For the moon never beams, without bringing me
dreams
Of the beautiful Annabel Lee;
And the stars never rise, but I feel the bright eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the side
Of my darling--my darling--my life and my bride,
In her sepulchre there by the sea,
In her tomb by the sounding sea.



ONE DIRECTION

"ONE THING" & "WHAT MAKES YOU BEAUTIFUL"

**TEACHER'S
ANSWER KEY**

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Teacher's Key

ONE THING

I've tried playing it cool
 Girl when I'm looking at you
 I can never be brave
 'Cause you make my heart race
Shot me out of the sky
You're my kryptonite
 You keep making me weak
 Yeah, frozen and can't breathe

Something's gotta give now
 'Cause I'm dying just make you see
 That I need you here with me now
 'Cause you've got that one thing

So get out, get out, get out of my head
 And fall into my arms instead
 I don't, I don't, don't know what it is
 But I need that one thing
 And you've got that one thing

Now I'm climbing the walls
 But you don't notice at all
 That I'm going out of my mind
 All day
 And all night
Something's gotta give now
 'Cause I'm dying just to know your name
 And I need you here with me now
 'Cause you've got that one thing

So get out, get out, get out of my head
 And fall into my arms instead
 I don't, I don't, don't know what it is
 But I need that one thing
 So get out, get out, get out of my mind
 And come on, come into my life
 I don't I don't, don't know what it is
 But I need that one thing
 And you've got that one thing

You've got that one thing
 Get out, get out, get out of my head
 And fall into my arms instead

Figurative Language

1. Metaphor: **You're my kryptonite**
2. Personification:
 -**my heart race**
 -**Something's gotta give**
3. Hyperbole (find at least 3 examples):
 -**I can never be brave**
 -**you make me heart race**
 -**shot me out of the sky**
 -**[making me] frozen and can't breathe**
 -**making me weak** (not as exaggerated as the others)
4. Idiom (find at least 2 examples):
 -**playing it cool**
 -**climbing the walls**
 -**going out of my mind**

Sound devices

5. Alliteration (find at least 2 examples):
 -**make/my, making/me**
 -**gotta/give, get/get/get**
 -**don't/don't/don't**
 -**know/name, need/now**
 -**come/come**
6. Rhyme (find at least 3 rhyming pairs)
 -**cool/you** -**see/thing**
 -**brave/race** -**head/instead**
 -**sky/kryptonite** -**walls/all**
 -**weak/breathe** -**mind/night**
 -**others: thing/thing, now/now, mind/life**

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Don't know what for,
You're turning heads when you walk through the door,
Don't need make up,
To cover up,
Being the way that you are is enough,

Everyone else in the room can see it,
Everyone else but you,

[Chorus]

Baby you light up my world like nobody else,
The way that you flip your hair gets me overwhelmed,
But when you smile at the ground it ain't hard to tell,
You don't know (oh oh),
You don't know you're beautiful!
If only you saw what I can see,
You'd understand why I want you so desperately,
Right now I'm looking at you and I can't believe,
You don't know (oh oh),
You don't know you're beautiful!
(Oh oh)
That's what makes you beautiful!

So come on,
You got it wrong,
To prove I'm right I put it in a song,
I don't why,
You're being shy,
And turn away when I look into your eyes,

Everyone else in the room can see it,
Everyone else but you,

[Repeat Chorus 2x]

Nana (chant)

[Repeat Chorus 2x]

From: http://www.onedirectionmusic.com/gb/songs/entry/What_Makes_You_Beautiful/

You can also listen to the song from this weblink.

What Makes You Beautiful

1. How does the speaker of the song feel about its subject ("you")?
-The speaker thinks the subject is beautiful.
2. Which lines indicate that the speaker feels this way?
3. What makes the subject "beautiful" according to the speaker?
-The fact that she does not realize she is beautiful is what he finds "beautiful" about her: she is not vain.
4. Do you think the speaker is only interested in how she looks? Why or why not? (Find a line from the song that supports your opinion.)

Interestingly enough, I believe students could argue either way:

YES: The speaker emphasizes only physical beauty, such as "you're turning heads when you walk through the door," "don't need makeup," "the way you flip your hair," "when you smile at the ground"

NO: The speaker references that it is her personality--her lack of vanity, her shyness, even her insecurity--is what he loves (or what drives him crazy). The fact that she doesn't realize she is beautiful is attractive to him.



ONE DIRECTION Song Lyrics Activity

EXTENDED ACTIVITY

Poems students select will vary. What is nice about this activity is that it allows them to read many poems in the process of finding one to connect to “What Makes You Beautiful.”

Allow them to share their poems with the class as a public-speaking and listening activity.

If time is a factor, have them read the poems I provided and choose one that they think fits the subject matter or theme best & why. Answers will vary as each individual may focus on particular lines.

For the poems I included, some websites offer additional resources if you wish to share these with your students:

Sonnet 130 by William Shakespeare

Resource & analysis found here: <http://www.shakespeare-online.com/sonnets/130detail.html>

She Walks in Beauty by Lord Byron

<http://www.poetryfoundation.org/poem/173100#about>

In a Station of the Metro by Ezra Pound

<http://www.helium.com/items/804920-poetry-analysis-in-a-station-of-the-metro-by-ezra-pound>