

America's Musical Heritage – CD Contents

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18a The Sources of Country Music, 1975

Thomas Hart Benton was eighty-four in 1973, when he came out of retirement to paint a mural for the Country Music Hall of Fame and Museum in Nashville, Tennessee. His assignment was to describe the regional sources of the musical style known as “country,” and Benton couldn’t resist the opportunity to paint one last celebration of homegrown American traditions. Benton himself was a skilled harmonica player who had been raised on the old-time music of the Missouri Ozarks. It was during his lifetime that the multimillion-dollar country-music industry in Nashville had replaced the community-based music of rural America. As an artist, he had gained a popular following in the 1930s with works that spoke to ordinary people. Along with other Midwestern Regionalists such as Grant Wood (see 3-A), Benton rejected “Parisian aesthetics,” the European influence on American art, and scorned abstract art as “an academic world of empty pattern.” His ambition was to paint meaningful, intelligible subjects — “the living world of active men and women” — that would hold broad, popular appeal. By virtue of its subject and its setting, the Nashville mural was to be a painting, Benton said, “aimed at persons who do not ordinarily visit art museums.”

The Sources of Country Music presents five distinct scenes to survey the music of ordinary Americans. The central subject of a barn dance, with a pair of fiddlers calling out sets to a group of square dancers, describes the dominant music of the frontier. A comparatively calm scene shows three women in their Sunday best with hymnals in their hands, suggesting the importance of church music in Protestant America. In the foreground, two barefoot mountain women sing to the sounds of a lap dulcimer, an old instrument associated with Appalachian ballads. In the

opposite corner an armed cowboy, one foot on his saddle, accompanies himself with a guitar. An African American man, apparently a cotton picker in the Deep South, strums a tune on a banjo, an instrument slaves brought with them to the New World. Beyond him, on the other side of the railroad tracks, a group of black women dances on the distant riverbank. Despite the range of regional styles, instruments, and customs, the mural seems to pulsate to a single beat, as if Benton took care to ensure that all the musicians played the same note and sang their varied American songs in tune.

The mural preserves an image of American folkways that were rapidly disappearing. Benton’s characteristically dynamic style expresses the powerful rhythms of music while suggesting the inevitability of change. Many of the robust, nearly life-size figures balance on uneven, shifting ground. The fiddlers look liable to fall into the mysteriously bowed floor, and the log on which the banjo player sits threatens to roll down the steep slope of the red-clay landscape. Even the telephone poles seem to sway in the background. The steam engine, an indication of change, represents the end of an agrarian life and the homogenization of American culture, which necessarily entailed the loss of regional customs.

The mural pays homage to the country music singer and movie star Tex Ritter, who had helped to persuade Benton to accept the Nashville commission but died before it was completed. Benton represents Ritter as the singing cowboy who turns to face the coal-black engine steaming along the horizon. The train itself was modeled on the *Cannonball Special*, driven and wrecked by Casey Jones, the hero of an American ballad; it also calls to mind “The Wabash Cannonball,” a popular folk song about a mythical train that glides through the country, then rumbles off to heaven. The engine, which may signify the positive as well as the negative aspects of American progress (see Edward Hopper’s *House by the Railroad*, 16-A), is the only element of the complex composition that Benton felt he couldn’t get quite right. Unfortunately, we will never know how he wanted the train to look. Benton is said to have died of a massive heart attack while standing before the mural in January 1975, trying to decide whether to research and repaint the train. Whether the story is true or not, his final work was never signed.



18-A Thomas Hart Benton (1889–1975), *The Sources of Country Music*, 1975. Acrylic on canvas, 72 x 120 in. (182.9 x 304.8 cm.). The Country Music Hall of Fame® and Museum, Nashville, Tenn. The Country Music Hall of Fame® and Museum is operated by the Country Music Foundation, Inc., a Section 501(c)(3) not-for-profit educational organization chartered by the State of Tennessee in 1964.

TEACHING ACTIVITIES

E = ELEMENTARY | **M** = MIDDLE | **S** = SECONDARY

Encourage students to study this painting carefully, paying attention to the way the artist has grouped the elements in his work.

DESCRIBE AND ANALYZE **E | M | S**

Have students find five scenes in this painting that show regional musicians. These represent the roots of American country music. Can students identify what type of music each of these represents?

Church and choir music: *Three women with a choir director (upper left) are representative of church and choir music.*

Appalachian singers: *Two barefoot women playing the dulcimer (left) represent Appalachia.*

Barn dance: *Two fiddlers and dancers (center) are representative of barn dancing.*

Singing cowboy: *A man with a guitar (right) represents the "singing cowboy."*

African American music of the Deep South: *The man with a banjo and a group of women on the distant riverbank (center right) represent African American music of the Deep South.*

M | S

How did Benton join these different scenes into one unified composition?

He overlapped forms, used the same painting style throughout, repeated colors, and made most of the figures face in toward the center of the painting. Just as all these musical influences came together in American country music, they hold together as a unified composition in this painting.

E | M | S

How did Benton create a sense of rhythm and movement throughout this composition?

Most of the vertical lines and bodies slant to the right, creating visual movement in that direction. The train leans forward as it speeds to the right. Even the telephone poles seem to sway.

INTERPRET **E | M | S**

What things and people are making music and sound in this scene?

The choir, Appalachian women, banjo player, and cowboy are singing. The train rumbles and whistles, the riverboat whistles, and dancers stamp their feet on a wooden floor. The dulcimer, fiddles, banjo, and guitar are all being played.

Benton wanted all the musicians to play the same note and sing their varied music in tune. Do you think this painting seems like noisy confusion or are all the parts in harmony?

M | S

What does the steam engine represent?

The steam engine represents change—the end of agrarian life as Americans left farms for cities and regional cultures blended together.

M | S

Why did Benton include in the painting a homage to Tex Ritter, the singing cowboy?

Ritter helped persuade Benton to paint this picture but died before it was completed.

Why did Benton not sign this painting?

He died before he completed it.

Before he died, Benton was trying to decide whether he should repaint the train. Why do you think he wanted to do this?

CONNECTIONS **Geography:** Midwest region; the South; the West; Ozarks; Appalachia

Music: bluegrass; country, gospel; historically American instruments

Arts: Regionalism

Lesson Plan: Heritage Poem

Discuss with the students the words HERITAGE, CULTURE, NATIONALITY, RACE. The differences and similarities between these words definitions are difficult for everyone to understand, so there will be a lot of discussion about the words. Tell the students they are going to write a form poem about themselves and their heritage.

The first day, give the following for homework:

My name (first and last):

I was named this because:

My ancestors are from:

My family celebrates:

We like to eat:

I have _____ hair, _____ eyes, and _____ skin

Have the kids fill this out with parents help. Explain that they may have been named after a family member, because of what the name means, or just because their parents liked the name, but they need to find that information out. Also send home a note to parents explaining the project and asking for between three and seven photos of the child as a baby, toddler and young elementary student, and some family pictures of celebrations (Christmas time, etc.)

Day 1: The next day have a “name day.” Bring in a few baby name books and try to look up the meaning of all your students’ names. Some of their last names may be listed too. Have students write down what their name means.

Discuss with students the importance of a name in a family. Talk about how much time people spend deciding on a name for their children. Talk about why it is important for some people to give their child a family name or a name associated with their religion or culture.

***Arts Integration:** Introduce songs that are based on names or specific people. Discuss the lyrics of the song and how the person is described. Decide if the person in the song sounds like someone you know or have met in your family. Ask students if there is someone in your family who is interesting enough to become the topic/title of a song. If so, get started writing!*

***Sample Songs:** Old Dan Tucker, Oh, Susannah, Jenny Jenkins*

Day 2: Give students the form for the poem. Have them make a ‘sloppy copy’ with their information.

1. First name
2. Which means (name meaning)
3. Who has (list three physical characteristics)
4. Who is the sister/brother of (list siblings)
5. Whose ancestors are from (name country or countries)
6. Who celebrates (name holidays or religious celebrations)
7. Who likes to eat
(name three favorite foods in your family)
8. Last name

Source: <http://teachers.net/lessons/posts/2377.html>

Author: Erin Watson, 2001

Arts Integration Enrichment by Althea Jerome

Lesson Plan: Heritage Poem

Example:

Erin

Which means peace

Who has brown eyes, brown hair and pale skin

Who is the sister of Jill, Lori and Amy

Whose ancestors are from Ireland, Scotland and North America

Who celebrates Christmas, Easter and St. Patrick's Day

Who likes to eat fondue, beef stew and potato pancakes

Calhoun

Work on the poem for the next few days until all students have a polished copy. Give each student a small piece of poster board to mount their poem and photos on. Encourage them to further decorate their poster board with drawings of their family. Hang the posters above each student's seat.



Old Dan Tucker

Scrivner's Magazine

Illustration, 1877

Song lyrics by Daniel

Decatur Emmett

Old Dan Tucker

1. Old Dan Tucker was a fine old man.
He washed his face in the frying pan.
He combed his hair with a wagon wheel,
And died of the toothache in his heel.

Chorus:

Get out the way, Old Dan Tucker!
You're too late to git your supper.
Supper's over and dinner's cookin';
Old Dan Tucker just stands there lookin'.

2. Old Dan Tucker went to town
Riding a billy goat, leading a hound.
Hound barked and billy goat jumped;
Threw old Dan right over a stump.
3. I come to town the other night.
I heard the noise and saw the fight.
The watchman was a-running around
Crying "Old Dan Tucker's come to Town."
4. Old Dan begun in early life
To play the banjo and the fife.
He played the children all to sleep
And then into his bunk he'd creep.

Source: <http://teachers.net/lessons/posts/2377.html>

Author: Erin Watson, 2001

Arts Integration Enrichment by Althea Jerome

Lesson Plan: Where I Come From

Introduction

In this lesson, students take research into their heritage a step beyond the construction of a family tree, traveling through cyberspace to find out what's happening in their ancestral homelands today and explore their sense of connection to these places in their past.

Guiding Question:

What parts of the world has your family come from? What is life like there today? What are your feelings about these places your family once called home?

Learning Objectives

After completing this lesson, students will be able to:

- Identify the countries and cultures that are part of their family heritage.
- Locate these places on a map.
- Report on life in these places today.
- Characterize their sense of attachment to these places in their past.

Preparing to Teach this Lesson

1. This lesson plan consists of four learning activities that you can use together as a unit or adapt separately to your curricular needs.
2. Review the suggested activities, then download and duplicate any online materials you will need. If desired, you can bookmark specific web pages so that students can access relevant online materials directly. (See [Selected EDSITEment Websites](#) for a guide to locating online materials.)
3. For guidance on presenting and exploring lessons on family history, visit [The Learning Page](#) at [American Memory](#), which includes [America Dreams](#) and other resources on immigration and ancestry in addition to many more topics.

Suggested Activities

A Family Travel Log: Begin by having students talk to a parent about the countries and cultures that are part of their family history. Ask students to create a family “travel log” with one page set aside for each place where members of their family have lived in the past. Encourage students to ask their parents for information about their family's experiences in each of these places and to record these facts on the appropriate pages of their travel logs.



GRADES 3-5



The Statue of Liberty
Photograph courtesy of the National Park Service

Subject Areas History and Social Studies

U.S. History -
Immigration/Migration
World History - Africa
World History - Asia/Far East
World History - Europe
World History - Latin America

Time Required

Skills

information gathering and research
map reading
critical thinking
organizing information
exposition

Source: http://edsitement.neh.gov/view_lesson_plan.asp?id=309

Grades 3-5

Music integration suggestions by Althea Jerome

Lesson Plan: Where I Come From

Mapping Your Past: In class, arrange for students to research the places their families have come from using the online resources of the [Xpeditions](#) website.

- Have students use the Atlas section of the site to find and print out maps of the places that are part of their family history, which they can then add to their travel logs and mark or color to show where their ancestors lived (if they have this information).
- Students can also use the “[Flags and Facts](#)“ feature of the [National Geographic Map Machine](#) to gather background on the history and geography of the places their families come from, and include this information in their travel logs as well.
- You might also have students mark the places that are part of their family history on a whole class world map, to help them discover geographical connections.

What's New in the Old Country? Next, have students find out what life is like in their ancestral homelands today by reading online news reports from those countries and cultures. In addition to political and breaking news, online news sources offer sports reports, feature stories, entertainment news, and even weather forecasts. EDSITEMent provides links to online news reports from virtually any part of the world, many of which are available both in English and in the language of the originating country. Use these links to find news sources for the students in your class:

Africa

- [Africa Online](#)
- [allAfrica.com](#)
- [CNN.com World News Africa](#)

Americas

- [CNN.com World News Americas](#)
- [Latin American Newspapers](#)
- [Native American Newspapers](#)
- [Presse et medias of the Caribbean Islands](#)

Asia

- [Asia Today](#)
- [Asian Newspapers](#)
- [AsiaNow from CNN](#)
- [CNN.com World News Middle East](#)
- [Presse et medias of the Pacific and Indian Ocean Islands](#)

Australia

- [Asian Newspapers](#)

Europe

- [CNN.com europe](#)
- [French Newspapers](#)
- [German Media](#)

Source: http://edsitement.neh.gov/view_lesson_plan.asp?id=309

Grades 3-5

Music integration suggestions by Althea Jerome

Lesson Plan: Where I Come From

- [German Press](#)
- [Presse et medias of the Atlantic and Mediterranean Islands](#)
- [Russia Today](#)
- [Spanish Media](#)



As they “visit” each country or culture through these news sources, have students collect souvenirs for their travel logs -- pictures, advertisements, charts, cartoons, news clippings, and surprising facts. Then have them organize their souvenirs to create an online (or conventional) travel album, a virtual tour with commentary, or as a series of emails from imaginary relatives to family members in the United States. Share these projects in class, inviting students to compare their impressions of homelands they share and comment on the differences (and similarities) between life in other regions and their lives in the United States.

A Place to Call Home: Finally, have each student choose one country or culture from their family history for extended study, setting aside time each week when they can deepen their acquaintance with this part of their heritage. (Students of similar heritage might conduct this research in small groups.) In addition to online news sources, students can use library resources to learn more about the history and geography of their chosen region, and can interview family members to learn about traditions that link them to this place in their past. Have students keep a journal or digital diary as they explore, where they can collect additional “souvenirs” and reflect on their feelings about their ancestral lands. What stirs pride in their cultural heritage? What gives them a new perspective on who they are? After four weeks, have students organize their research to produce an essay or computer presentation that introduces others to the place they have studied and highlights what makes it feel like a place they could call home.

Music Extensions: Play sample music representing cultures or countries that students are studying. The music could be “heritage” or folk music, or music currently heard in the locations. Music teachers may have recordings that you could borrow.

Examples:

- Celebrate the Chinese New Year by having a parade with masks or a long “dragon”
- Use Mexican music for instrument accompaniment with hand-made shakers
- Celebrate “Carnival” like Brazilians do on Mardi Gras
- Visit the “out back” along with Australian folks songs: *Kookaburra*, *Waltzing Matilda*
- Invite musicians from the community to perform at the school



Source: http://edsitement.neh.gov/view_lesson_plan.asp?id=309

Grades 3-5

Music integration suggestions by Althea Jerome

Chinese New Year Lessons: Music and Visual Art

Title: Chinese New Year

By: Pat (National Board Certified Music Teacher)

Primary Subject: Music; Visual Art

Secondary Subjects: Art, Social Studies

Grade Level - 2-4

Students are to learn the song *Go A Tin*, which means “lantern bright.” Lanterns bring good luck for the New Year in the Chinese tradition. You can find this song in the *Share the Music* textbook series for grade 2. This song is great for grades 3 and 4 to learn as well. If you do not have access to this song, any Chinese music will do. Listen to it or if you have a student with a Chinese family who can come and teach a song, then learn the song and sing it! After learning the song the students can make their own lanterns.

Materials:

- construction paper (any color). One piece for each student
- scissors - a pair for each child
- stapler



1. Students will fold the paper “lengthwise” (the “long” way). The teacher at my school teaches the students to fold the paper like a “hot dog”).
2. Students will cut, into the folded side, straight across the top - all the way through. This will be the “handle” for the lantern.
3. Students will continue to cut, on the fold, beginning at the top of the folded paper. They will cut across but will not cut all the way through. It will be the same as making “fringes” all the way down the folded side of the paper.
4. Students will open their paper and then connect the uncut sides (the WIDE way). It will look like a lantern when they do this.
5. The teacher, with help from an assistant, will staple the handle at the top and will staple the sides of the lantern together. The students will then sing the song again and wave the lanterns in the air as they sing.
6. I have let the students decorate their construction paper on one side before they fold and cut their paper. We have decorated with Chinese symbols or colorful drawings (such as flowers, geometric shapes, etc.). While they decorate, they listen to Chinese music.

Source: <http://www.lessonplanspage.com/MusicArtSSChineseNewYearLanternIdea24.htm>

Music Resource: *Go A Tin*, Share the Music, McGraw-Hill School Division

Chinese New Year Lessons; Music and Visual Art

Celebrate the Chinese New Year

Source: <http://www.lessonplanspage.com/OSSLAArtCelebrateChineseNewYearK3.htm>

1. Introduce the character, Connie, an Asian-American Girl.
2. Read aloud *Connie's Story* (below) to the children. After reading the story, discuss the following key points with the children:
 - Connie is from America, yet her ancestors are from China. What does that mean?
 - Sometimes it is important to understand other cultures. Why do you think Connie would appreciate you learning about China and enjoying the celebration of the Chinese New Year that her family enjoys?
 - If you do learn about another country, and the way the people from that country do things, do you think that it would be easier or harder to visit that country? Why?
 - Do you think it is fun to celebrate someone else's cultural festivities? Why or why not?
3. Ask for volunteers to READ the skit parts: TRACE, GAIL, JESSIE and CONNIE

(NOTE: The readers will be expected to read at a 3rd grade or higher level. If reading is a problem for your age group of children, assign 2 readers per part or ask an older child to assist a younger child with his or her part. You can also allow very young readers to 'act out' the parts with the characters while you read all the parts. Or, simply substitute a scenario about the Chinese New Year without the skit that follows.)

My name is Connie.

I am an Asian American girl.

According to the most recent United States Census Report, there are over 10 million Asians in the United States. Being Asian-American means that my family's ancestors came from one of the countries on the continent of Asia. Some of these countries include China, Korea, Japan and Thailand.

One thing that people notice about me is the shape of my eyes.

Instead of being round, they are more oval in shape.

Many Asians have eyes the same shape as mine. I love my eyes, and they are very special because they are unique to me.

My eyes see many wonderful things.

I have lived in several cities across the United States because my dad is in the military. That means he has a job that helps protect our country. If there is ever a war or crisis, my dad would help protect us and all of America.

I think my dad is brave. We move around a lot.

That's okay with me because I really like making new friends and having new adventures all over the United States.

Chinese New Year Lessons; Music and Visual Art

I like to read and ride my bicycle.
I also play the piano and sing every chance I get.
I am learning a new song that I want to play for my aunt who is
coming to visit all the way from China.

CONNIE CELEBRATES THE CHINESE NEW YEAR...You're Invited!

CONNIE: Hi everyone! Would you all like to celebrate the Chinese New Year with me?

GAIL, TRACE, JESSIE: (All together) YES! We would love to!

GAIL: But hey, Connie, what is the Chinese New Year?

CONNIE: I'm glad you asked me that, Gail.

JESSIE: Well, I want to know too.

TRACE: Yeah Connie, me too!

CONNIE: OK guys. I'm happy to 'tell all.'

Remember, this is a really important celebration for my family. We prepare months in advance for it and really look forward to the celebration each year.

The Chinese New Year starts with the first New Moon of a New Year and ends with the FULL MOON 15 days later. So, we celebrate the Chinese New Year for 2 entire weeks plus one day.

TRACE: You mean, your new year starts with a new moon...like the moon in the sky?

CONNIE: Yes Trace. You know that the moon has complete cycles, right?

TRACE: Well, of course, I knew that!

JESSIE: (whispering) How did you know that!

CONNIE: So, my family celebrates the Chinese New Year according to what is called the Lunar Year which means 'moon year'. This celebration is considered a way to get rid of the old year and celebrate the new one with great thoughts, prayers and happy times.

GAIL: So, Connie, what is it that you do for an entire 15 days to celebrate?

CONNIE: Actually, Gail, that is a good question. It is still a little confusing to me to keep all those days straight. Let me give you an overview:

New Year's Eve -- We celebrate family and our ancestors on this day. The Chinese believe that it is our ancestors who 'laid-the-foundation' for our family as we know it today.

Chinese New Year Lessons; Music and Visual Art

New Years Day -- We usually have a feast. You may call it a Thanksgiving feast that includes our family and what we are thankful for. On this day, many Chinese do not eat meat because they believe it will make them live longer and be healthy to do without it.

JESSIE: In America, on New Year's day, many people eat black-eyed peas for good luck. Isn't that strange? Well, at least we all have that no-meat thing in common so far...

CONNIE: I never thought of that...you're right. Ok, let me go on.

2nd day -- Dog day. I know, this sounds strange but we do lots of praying and are thankful for dogs, because the Chinese believe that the 2nd day is all dog's birthday. Don't ask.....

TRACE: Can I laugh out loud?

GAIL: Don't be rude, Trace. I think all dogs should have a day too!

CONNIE: OK.

3rd Day and 4th Day -- These days are the days all sons-in-law pay respect to their wives families.

5th Day -- This day is called, "Po Woo." This is the day everyone stays home in anticipation of welcoming wealth into their house. No one visits each other or leaves their house because this will bring bad luck to both people. I call it a day of rest!

6th Day through 10th Day -- This is the time of family feasting and fun. We go to temples, get together with lots of relatives and celebrate by enjoying our family.

11th Day through 12th Day -- We invite friends to dinner and share our wealth.

13th Day -- We spend time eating very simple food because all those dinners have become too much.

14th Day -- We plan for our last big day by making lanterns and parade floats, streamers and dragons. We really look forward to this final day of celebration.

15th Day -- This is Lantern Festival day. It is a festival with singing, lantern shows and dancing.

JESSIE: Wow, Connie. That is some celebration!

CONNIE: Yes. And we spend a lot of time getting ready for it.

GAIL: Well, what do you eat?

CONNIE: Another good question, Gail.

Chinese New Year Lessons; Music and Visual Art

As you have probably realized, we believe most of the things you eat and serve, as well as what you do each day, will have special meaning at this time of year and all year long. So, here are a few things we always have to eat during the New Year festivities:

- Oranges and tangerines -- for good fortune.
- Candy tray -- arranged with eight sides for prosperity.
- Noodles -- uncut, which symbolize a long life.

And there are many other things. I cannot keep it all straight myself.

I know that my favorite is the New Year's Cake, called, 'Nian gao.' It is believed that the higher the cake rises the better the year will be.

TRACE: Thanks Connie. I really enjoyed learning about your Chinese New Year Festival. Do you think your family would mind if I moved in for those 15 days this year?

CONNIE: Trace, you are very funny. But, yes, my Mother would go crazy if I told her you would be joining us for the 15 days. Don't take it personally! I even drive her crazy because she is so busy and devoted to being sure we all have a good time and understand the traditions.

GAIL: Thanks Connie. I, too, appreciate all the information.

JESSIE: Me too! Can I get your recipe for Nian gao? I'm going to see if my Grandmother will help me make it.

CONNIE: Yes, Jessie. I will ask my Mom how to make the Nian gao cake. And, thank you all for being so interested in the New Year's Festival. It means a lot to me that you all understand my culture and are willing to participate in the celebrations that I know and love.

Trace, Gail and Jessie; You all really are my good friends! Now, let's make some paper lanterns to hang around our classroom...they will help light the way into the new year.

OPTIONAL:

Ask the students to look up the symbolism of many of the Chinese characters, i.e. lions, dragons, rabbits, etc.

Ask the students what they would do to have a parade in celebration of the Chinese New Year.

Look up the date that the Chinese New Year begins this year.

ALWAYS, give much gratitude and appreciation for the history of this tradition that is now celebrated around the world.



America's Musical Heritage – Resources

1. **Country Music Hall of Fame**, Nashville Tennessee. *The Sources of Country Music* mural movie as told by Thomas Hart Benton
<http://www.countrymusichalloffame.org/thomas-hart-benton>
2. **Teacher Guides and Lesson Plans, Country Music Hall of Fame**. Multiple guides covering a variety of topics, including listening skills and song-writing
<http://www.countrymusichalloffame.org/teacher-s-resources>
3. **Picturing America** – Resource Book. K-12 lessons compiled into a .pdf guide, including lessons for all forty images in the portfolio
http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide/PA_TeachersResource_Book.pdf
4. **Picturing America** – National Endowment for the Humanities. A collection of lesson plans from EdSitement, related to artworks in Picturing America series
http://edsitement.neh.gov/special_features_view.asp?id=7
5. **ArtsEdge** – A website hosted by the Kennedy Center, multiple lessons about music sorted by grades. Lessons include correlation to national standards for arts education
<http://www.artsedge.org>
6. **A Lens into the Past** – A lesson for students in grades 3-4 that uses photographs to visually describe the transition from old world to New World experienced by immigrants to the United States: <http://www.artsedge.org/content/2315>
7. **Mississippi Writers and Musicians** – also includes Actors and Artists. This site was generated during the 1990s by students from Starkville High School. It contains comprehensive lists of Mississippi's artists and performers, with articles updated continually. <http://www.mswritersandmusicians.com>
8. **Mississippi Department of Education Curriculum Frameworks: Arts**. Select the art discipline after clicking on the link, and then look for grade levels in the table of contents.
<http://www.mde.k12.ms.us/acad/id/curriculum/Arts/arts.htm>
9. **Educational Activities** – Recordings and music downloads. Developmentally appropriate, standards based materials encompassing a wide range of music and activities.
<http://www.edact.com>
10. **Music in Motion** – A general purpose music products store with comprehensive selection of instruments, classroom supplies, CDs, etc. Request a catalog: 1-800-807-3520
<http://www.musicmotion.com>
11. **Music for Little People** – CDs, classroom supplies, books, DVDs, etc. Request a catalog: 1-800-409-2457 <http://www.musicforlittlepeople.com>
12. **West Music** – Comprehensive music store: multicultural music products, instruments, drums, books, CDs, DVDs., etc. Request a catalog: 1-800-397-9378
<http://www.westmusic.com>