



Listen and Learn: Grades 2-4

Learning objectives: Following completion of the lesson, students will be familiar with three of the artists featured in *String City* and will begin to understand how music has had an impact on Nashville's history.

Common Core English Language Arts Standards (Grade 2):

[CCSS.ELA-Literacy.SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CCSS.ELA-Literacy.SL.2.4](#) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

[CCSS.ELA-Literacy.RI.2.1](#) Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

MNPS Social Studies Standards (Grade 2):

5.01. Identify major events, people, and patterns in Tennessee, United States, and world history.

5.02. Understand the place of historical events in the context of past, present, and future.

MNPS Science Standards (Grade 2):

GLE 0207.7.3. Differentiate between renewable and non-renewable resources.

About *String City*

- Created by Nashville Public Library's Wishing Chair Productions, in collaboration with the Country Music Hall of Fame and Museum
- Made possible by a special gift from Judy and Steve Turner to the Nashville Public Library Foundation.



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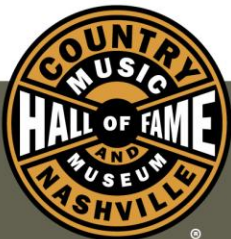
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Activities

Inform students that they will listen to three songs featured in *String City* and will hear a brief biography of the artist who created each song. Students should listen for the songs at the performance, to place them within the larger country music timeline. The songs in this activity are available on the Nashville Public Library (NPL) website through Freegal Music. To access the songs, log into FreegalMusic.com using your library card number and pin. You can then search for the songs by title or artist name.

Draw a timeline on the board and label it "History of Country Music in Nashville." Begin with 1948 and end with 2013. Ask students if they can tell you how many years your timeline spans (65 years). You can ask the following questions:

- Do you think that music sounded the same in 1948 as it does in 2013? Why or why not?
- How do you think music has changed?
 - Have the instruments changed?
 - Have the things we sing about changed?
 - How about the way music is made and recorded?



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The Foggy Mountain Boys Activities

1. Read the following brief biography for students:

Lester Flatt and Earl Scruggs met in 1948 when they played in Bill Monroe's band, the Blue Grass Boys. Shortly after they met, they left Monroe's group and started their own band, called the Foggy Mountain Boys. For two decades, Flatt & Scruggs and the Foggy Mountain Boys played what came to be known as bluegrass music, and they appeared often on the Grand Ole Opry.

Questions to ask students:

- How long is a decade? How long did the Foggy Mountain Boys play their music?
 - What is the Grand Ole Opry? Can anyone share an experience at the Grand Ole Opry?
 - What is bluegrass music?
2. Have students help make predictions on the board about bluegrass music by answering the following questions:
 - *What* do you think bluegrass music is?
 - *What* kinds of instruments do you think are used in bluegrass music?
 - *What* do you think bluegrass music sounds like?
 - *Who* plays bluegrass music?
 - *Where* is bluegrass music popular?
 - *How* is bluegrass music similar to or different from other types of music?
 - *Why* do you think it's called bluegrass music?
 3. Tell students that the first time you play the YouTube clip of "Foggy Mountain Breakdown" (<http://www.youtube.com/watch?v=6RvI6ZI2JWc>) they should just watch and listen. For the second time, advise students to make notes (or draw pictures) about how their predictions were correct or incorrect.
 4. Return to the predictions and have a class discussion about changing any answers about bluegrass music. Add the "Foggy Mountain Boys" to the timeline.

Homework assignment ideas:

- Watch this video about the Grand Ole Opry: <http://www.opry.com/about/WhatIsTheOpry.html> and write a few sentences about what the Grand Ole Opry is. Students can conduct additional research on the Grand Ole Opry website <http://www.opry.com>.
- Listen to a Grand Ole Opry broadcast (WSM-AM 650) and either write a few sentences about the show or be prepared to tell the teacher and classmates about the show you heard.



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Patsy Cline Activities

1. Read students the following biography:

Patsy Cline was born in 1932, during the Great Depression, and she achieved fame at a young age. Although her career had a slow start, Cline rose to stardom shortly after her national TV debut in 1957 with “Walkin’ After Midnight,” a song that became one of her signature hits. Cline was one of the singers who made the Nashville Sound famous.

2. Have a student place Patsy Cline on the classroom timeline (they can choose either 1932 or 1957).
3. Pass out copies of the lyrics to “Walkin’ After Midnight” along with the worksheet. Put students into small groups before playing the song.
4. Have students discuss their answers in small groups before discussing as a class.

Homework assignment ideas:

- What is the Nashville Sound?: Read about the Nashville Sound and be prepared to discuss or write a paragraph about what you think Nashville Sound is. Do you think the Nashville Sound is the same today as it was in 1957?



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Loretta Lynn Activities

1. Give students a copy of the following biography:

Loretta Lynn was born in a one-room cabin in Butcher Holler, Kentucky, to a poor family. She made her first appearance on the Grand Ole Opry in 1968. She wrote the autobiographical song “Coal Miner’s Daughter” in 1970 and it quickly became one of her biggest hits. Over the course of her career, she has recorded many albums, appeared on television programs, and was inducted into the Country Music Hall of Fame in 1988.

2. Work with your students on defining the following words in context:
 - Autobiographical
 - Appearance
 - Course
 - Inducted
3. Place Loretta Lynn on the classroom timeline. Play the clip of “Coal Miner’s Daughter” and either give students a copy of the lyrics or project them onto a screen.
4. Begin discussing coal mining. Have students create a KWL (Know, Want to Know, and Learn) chart based on their understanding after listening to “Coal Miner’s Daughter.” Also create a KWL chart on the board.
 - What do you know about coal mining from the song and from your own knowledge?
 - What do you think life was like for Loretta Lynn growing up as the daughter of a coal miner in Kentucky?
5. Distribute to students informational text about coal mining. Here are some helpful websites:
 - U. S. Energy Information Administration:
http://www.eia.gov/kids/energy.cfm?page=coal_home-basics
 - Florida Power and Light Company
<http://www.fplsafetyworld.com/?ver=kkblue&utilid=fplforkids&id=16181>
 - Illinois Department of Commerce and Economic Opportunity:
<http://www.ildceo.net/dceo/Bureaus/Coal/Kids+Site/>
6. Have students discuss their findings about coal in small groups. Add the information to the KWL charts.

Homework idea:

- Visit the Country Music Hall of Fame’s website to learn more about other people who have been inducted into the Country Music Hall of Fame:
<http://countrymusicHallofFame.org/full-list-of-inductees/>. Choose a member and write a few sentences or be prepared to talk about your choice.



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Patsy Cline Worksheet Version 1

1. How many verses are there in "Walkin' After Midnight?"
2. Which verse is the chorus?
3. Circle the rhyming words in this verse.

I stop to see a weepin' willow
Cryin' on his pillow
Maybe he's cryin' for me
And as the skies turn gloomy
Night winds whisper to me
I'm lonesome as I can be

4. What is Patsy Cline doing in this song?
5. How do you think she feels?
6. Is it morning, afternoon, or night? How do you know?
7. Who do you think Patsy Cline is looking for?
8. Is the music
slow or fast? _____
soft or loud? _____
happy or sad? _____



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Patsy Cline Worksheet Version 2

1. What is the main idea of “Walkin’ After Midnight?”
2. What is the tone?
3. Can you identify the rhyme scheme?
4. Why do you think Patsy Cline talks about a weeping willow?
5. Who do you think Patsy Cline is looking for?



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Nashville Sound

The Nashville Sound is a style of country music popular from roughly 1957 to 1970. It was aimed at winning new listeners for country music at a time when large audiences were drawn to rock & roll. The Nashville Sound was a smooth style, replacing old-time fiddles and banjos with pop-sounding horns and violins, and adding backing vocal choruses. A small number of the same musicians played on most of the Nashville Sound recordings, which were produced by just a few producers.

Adapted from *The Encyclopedia of Country Music*. Second Edition. New York: Oxford University Press, 2012.



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Additional Resources

Picture Books

Banjo Granny, Sarah Martin Busse
Coat of Many Colors, Dolly Parton
Home On the Range: John A. Lomax and His Cowboy Songs, Deborah Hopkinson
I Am a Rainbow, Dolly Parton
The Last Train, Gordon Titcomb
Let it Shine: Three Favorite Spirituals, Ashley Bryan
Mama Is a Miner, George Ella Lyon
My Family Plays Music, Judy Cox
My Mountain Song, Shutta Crum
Passing the Music Down, Sarah Sullivan
Sing, Joe Papposo
When Uncle Took the Fiddle, Libba Moore Gray

Fiction

Come Sing, Jimmy Jo, Katherine Patterson
Not Exactly Nashville, Betsy Kuhn
Stars That Shine, Julie Clay and Dan Anderson

Nonfiction

The Carter Family: Don't Forget This Song, Frank M. Young and David Lasky
Country (A History of American Music), Christopher Handyside
Country: Sounds of Music, David and Patricia Armentrout
The Cowgirl Way: Hats Off to America's Women of the West, Holly George-Warren
Honky-Tonk Heroes and Hillbilly Angels: The Pioneers of Country and Western Music, Holly George-Warren
My First Book of Cowboy Songs, Dolly M. Moon
Nashville Counts: A Counting & Art Book, Vadis Turner and Matthew Parker
Rubber Band Banjos and a Java Jive Bass: Projects and Activities on the Science of Music and Sound, Alex Sabbeth
Saturday Nights with Daddy at the Opry, Libby Leverett-Crew

DVD

Sesame Street Kids' Favorite Country Songs (DVD)

Further Reading with Parents

The Billboard Illustrated Encyclopedia of Country Music, general editor Tony Byworth
Will the Circle Be Unbroken, Paul Kingsbury and Alanna Nash



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