

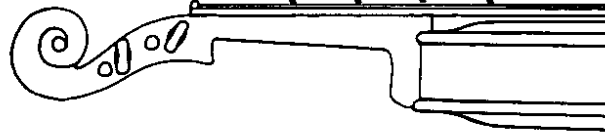
Foot & Fiddle Dance Company

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Pat Cannon



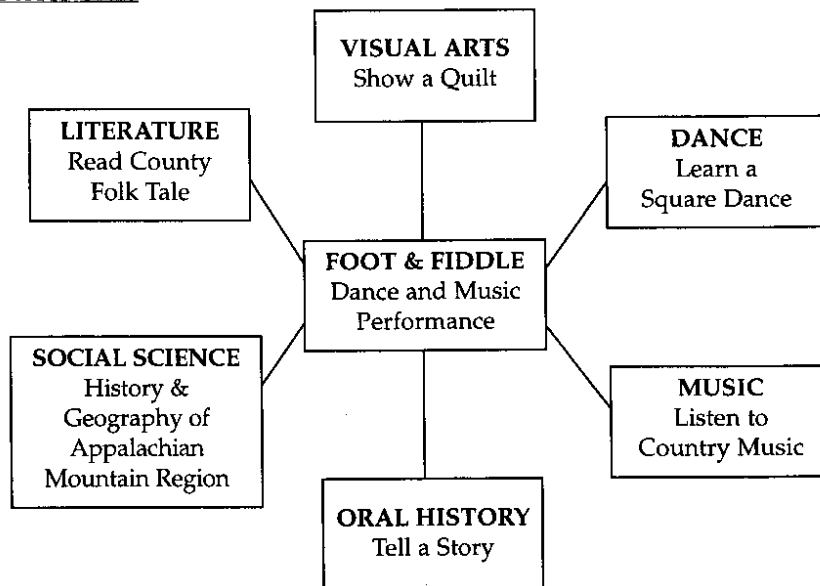
Teacher Guide

HOW TO USE THE GUIDE: The *Student Guide* is intended to enhance the concert experience for your students by providing background materials on the performance group and relevant activities that relate the arts to their social, historic, and economic roots. These materials may be adapted for use throughout the grades. Use the *Teacher Guide* to introduce and extend these activities and topics in your class by relating them to your curriculum. *Starred headings match those found in the *Student Guide*.

PROGRAM

- *HOEDOWN- Appalachian clogging (Music: "Bill Cheatham")
- *AMERICAN FOOTSTEPS- The Rhythm Medley- incorporating elements of Irish, clog and tap dancing
- *BUFFALO FOLKS- Blend of tap and clog dancing (Music: "Buffalo Gals")
- *SQUARE DANCE- Audience participation
- *TURKEY IN THE STRAW- African hambone, audience participation
- *TAP'APELLA- Dancers make the music
- *FREESTYLE- (Music: "Soldier's Joy/Rocky Mountain Goat")

WEBBING ACTIVITIES



***MUSIC:**

"About the Performance" & The Roots of Country Music

Before the performance, familiarize your students with the sounds of country music. The genre we call country music took root in the rural south where people were more isolated and their lives hard. The African American heritage, powerfully expressed in song, mingled with the folk songs of the European immigrants, Mexicans and American Indians, creating a storytelling music that fit these new Americans. They played and sang for spiritual celebrations, Saturday night house parties and fiddling contests, and entertained at barn raisings along with storytellers and square dance callers. It wasn't until radio popularized country music that musicians began to get paid for playing and "stars" were born. Some Appalachian folk songs you may be familiar with are "I Wish I Was an Apple a Hangin' on a Tree," "Sourwood Mountain," "Every Night When the Sun Goes In" & "On Top of Old Smokey."

SUGGESTED RECORD SELECTION:

Highwoods String Band, *Dance All Night*, Rounder, 0045
Williams, Hank, *Greatest Hits*, MGM, SE3918
Wills, Bob, *Bob Wills and his Texas Playboys*, Liberty, LXB-216
K-3: *Country Music with the Muppets*, Video Cassette, Playhouse
4-8: *Introducing Country Music*, Robert K. Krishef

***DANCE/Enrichment- Activity page**

Suggested Books:

Square & Folk Dancing: A Complete Guide for Students, Teachers & Callers, by Hank Green
Clog Dance in the Appalachians, by Jerry Duke
A Time to Dance, by Richard Nevell
Singing Games and Playparty Games, by Richard Chase
Cowboy Dances, by Lloyd Shaw
Tennessee Strings, by Charles K. Wolfe

Suggested Recordings:

Big Circle Mountain Square Dancing, Glen Bannerman. Folkcraft Records, LP 36
Dance All Night, Highwoods Stringband. Rounder, 0045
Cowboy Dances, Lloyd Shaw. Decca Album, A524

***SOCIAL SCIENCE/"Where in the World?"**

Use the world map to trace the immigrants' journeys from Ireland, Scotland and Africa to Southern Appalachia. The Cherokee Indians lived in the Carolina area. Were there any other Native American Indian tribes living in the area?

Use the map of the United States to trace the Appalachian Mountain chain and to pick out the states bordering the southern Appalachians (Kentucky, Virginia, Alabama, Tennessee, West Virginia, Georgia, North Carolina, South Carolina).

***LITERATURE-ORAL HISTORY/"Country Tales"**

Stories from Appalachia were passed down orally from generation to generation. Humorous tales, ghost stories and family stories were popular with children and adults. Stories are much better when told. Tell your class a "Jack Tale" or Uncle Remus" tale, or play a recording or videocassette of a storyteller telling a southern tale. Talk about the elements in the story that could really have happened, and others that are exaggerations of situations to make the story more interesting or exciting.

Tell the class two short stories, one that really happened to you and the other a "fib" and have them vote on which is the real story and which the fib. Invite the students to take turns telling their own tales of truths and fibs. Suggested topics could include times they were the most embarrassed, happy, sad, scared, lost, caught in a storm, received a great present, spent the summer with an eccentric relative, etc.

For a complete catalogue of storytelling albums, tapes and videocassettes write or call the *National Association for the Preservation and perpetuation of Storytelling (NAPPS)*, PO BOX 309, JONESBOROUGH, TN 37659 Telephone: 615-753-2171

Suggested storytellers to find in your library or from NAPPS are: The Folk Tellers, Jackie Torrence, David Holt, Donald Davis. These storytellers have tapes specifically of tales and songs from the south, particularly the Appalachian region.

Suggested Books:

The Jack Tales: Folk Tales from the Southern Appalachians, by Richard Chase

Grandfather Tales, by Richard Chase

The Favorite Uncle Remus, by Joel Chandler Harris

More Tales of Uncle Remus: Further Adventures of Brer Rabbit, His Friends, Enemies & Others, by Julius Lester

Children Tell Stories: A Teaching Guide, by Martha Hamilton and Mitch Weiss, *Beauty & Beast Storytellers*

A Celebration of American Family Folklore, by Steven J. Zeitlin, Amy J. Kotkin and Holly Cutting Baker

***VISUAL ARTS/Enrichment- Activity Page**

Visit the Museum of American Folk Art on Columbus Avenue at West 65th Street (tel: 212-595-9533) and the American Craft Museum at 40 West 53rd Street between 5th & 6th Avenues (tel: 212-956-3535), or a museum in your area with an exhibit of folk art.

1. Read the stories *The Rag Coat* by Lauren Mills, or, *The Keeping Quilt* by Patricia Polacco
2. Discuss the importance of the stories held within the pieces of the rag coat or in the tradition of the keeping quilt.
3. Show the class pictures of quilt patterns: tree of life, log cabin, broken star, beggar's block, buckeye blossom, etc.
4. Distribute copies of the *Activity Page* and use "Making a Class Quilt". Have each student design their own square of quilt on paper. Ask them to bring in scraps of different fabrics which hold a special meaning or significance for them. Help them to cut and sew or glue the fabric pieces to their designs.
5. Attach all designs together onto a strong backing and hang.

You might also wish to explore making simple toys, dolls, or instruments that would have been found in Appalachia.

Suggested Books:

Quilting Together: How to Organize, Design and Make Group Quilts, by Paula Nadelstern & Lyn Nell Hanock

21 Kinds of American Folk Art and How to Make Each One, by Jean Brown Kinney

Simple Folk Instruments to Make and to Play, by Ilene Hunter & Marilyn Judson

Making American Folk Art Dolls, by Gini Rogowski

American Folk Toys, by Dick Schnacke

VOCABULARY WORDS:

SOUTHERN APPALACHIAN MOUNTAINS: The part of the Appalachian Mountain chain that is bordered on the north by southern Pennsylvania and includes Kentucky, Tennessee, Virginia, West Virginia, North and South Carolina, Alabama and Georgia.

FIDDLE: the same instrument as the violin; the only difference is in the playing technique. The bowing movements of the fiddler are more percussive and saw-like than those of the violinist. The fiddler plays primarily country, folk and square dance music, while the violinist plays mostly classical or contemporary music.

SQUARE DANCING: Group dancing done with 8 or more people to the accompaniment of country music, with the fiddle as the lead instrument. Dancers form figures of 4 to 8 and are taught steps and figures by a caller.

CALLER: the caller is the teacher/director of the square dance. He or she prompts the dancers as to what steps and patterns they are to perform next by either singing or patter calling the instructions. (Patter calling is speaking using rhyming sentences, similar to rapping).

CLOGGING: Rhythm dancing done to country music. Today, dancers who perform wear metal plates or taps on their shoes to accentuate the rhythm of the music, but traditionally people just danced in regular shoes. Clogging is a true melting pot of dance forms, reflecting a mixture of Irish, Scottish, American Indian, and African-American influence.

TAP DANCING: Another form of rhythm dancing performed to jazz or swing music. Dancers wear taps on their shoes and act as percussionists as much as dancers, using their feet as instruments to produce the rhythmic patterns. Tap dancing has the same roots as clogging, but instead of having rural influences, tap evolved in urban and industrial areas.

A CAPPELLA: Singing without musical accompaniment.

HAMBONE: A rhythmic pattern made by clapping and slapping one's hands together and against different parts of the body.

CUT A RUG: When people played music in their homes, someone usually started to dance. The percussive and quick movement of their feet brushing against the carpet gave an image of "cutting".

HOEDOWN: A term used to describe a gathering of country musicians and dancers determined to have a good time dancing and playing music.

Foot & Fiddle Dance Company would like to acknowledge Colden's Center for the Performing Arts, Queens College /CUNY's program "Revelations Arts Education for Young People", for their assistance in developing this study guide.