

Glencoe Literature: Florida Treasures

Music and Film Connections: Course 3 (Grade 8)

To the Teacher

The following music and film connections are intended to provide additional opportunities to engage students in rich and varied learning experiences linked to the selections in the literature anthology. Use the music and film connections to encourage listening and viewing skills and to support rich classroom discussions about mood, tone, ideas, and themes related to the selections in the text. As a supplement to the activities below, you may also wish to review the many musical selections contained in the videos on the *Literature Launcher* DVD.

Be sure to review all music and film connections to be certain they are appropriate for your students.

Music Connections

1. “The Medicine Bag” by Virginia Driving Hawk Sneve (U1P1)

Music: “Shaman (Make a Chant)” by John Trudell, a modern Sioux singer and songwriter.

Rationale: The song combines elements of traditional and contemporary Native American music. It directly relates to the story’s depiction of Sioux shamanism.

Activity: After students have read the story, have them listen to the Sioux chant. Instruct students to consider specifically the piece’s rhythm and instrumentation. Ask students: In what ways does this chant reflect Martin after he has accepted his grandfather’s traditions, including those related to the medicine bag?

2. “The Tell-Tale Heart” by Edgar Allan Poe (U2P2)

Music: “Danse Macabre” (Opus 40) by Charles Camille Saint-Saëns

Rationale: It is a famous composition that has been featured in numerous horror films and television shows.

Activity: Before students read, “The Tell-Tale Heart, play a recording of the musical selection. Instruct students to draw or write images the piece evokes. Then encourage students to research the term “Danse Macabre” and share their findings with the class.

3. “The Drummer Boy of Shiloh” by Ray Bradbury (U3P1)

Music: “The Battle Hymn of the Republic” by Julia Ward Howe

Rationale: It is a famous song of the Civil War-era.

Activity: After students have completed the story, distribute copies of the song’s lyrics. Then have them listen to a recording of the song as they read lyrics. Lead a discussion comparing and contrasting the moods of the short story and the song. Ask students: Do you think the Union soldiers depicted in the story would have benefited from hearing “The Battle Hymn of the Republic”? Why or why not? Have students support their ideas with details from the song and short story.

4. **“Stopping By Woods on a Snowy Evening” by Robert Frost (U3P2)**
Music: “Stopping By Woods on a Snowy Evening” from *Frostiana* by Randall Thompson
Rationale: This is a well-known choral arrangement of Frost’s poem.
Activity: In class, have students listen to the song as they read-along the words on page 386. Then lead a discussion of how the song captures the mood of the poem through its rhythm, instrumentation, and vocal dynamics.
5. **“The Treasure of Lemon Brown” by Walter Dean Myers (U4P1)**
Music: “Bring It on Home” by Sonny Boy Williamson
Rationale: The title character of the short story is an exceptional blues singer and harmonica player, like Sonny Boy Williamson. Also, the lesson offers information about the origins and influence of blues music in the Daily Life and Culture activity on page 490.
Activity: Have students listen to a recording of Williamson’s song. Ask students: What qualities of the performance remind you of Lemon Brown? Do you think Lemon Brown would have sung a song about missing home? Have students write their responses, offering evidence from both selections.
6. **“The Gettysburg Address” by Abraham Lincoln (U4P1)**
Music: *A Lincoln Portrait* by Aaron Copeland
Rationale: This popular orchestral work includes narration of excerpts from Abraham Lincoln’s speeches, most notably “The Gettysburg Address.”
Activity: After students have read and discussed the speech, have them listen to Copeland’s work. Ask students: In what ways does the musical selection enhance your understanding of Abraham Lincoln and his place in U.S. history?
7. **“Harlem” by Langston Hughes (U4P2)**
Music: Several jazz pieces associated with Harlem, such as “Echoes of Harlem” by Duke Ellington, “There’s a House in Harlem for Sale” by Red Allen, and “Underneath the Harlem Moon” by Fletcher Henderson.
Rationale: The poem is set in Harlem during the Harlem Renaissance.
Activity: Have students compare and contrast two or three of these pieces, answering the following questions: Which aspects of urban life are emphasized in these songs? In what ways are these songs in keeping with the theme of Hughes’s poem?
8. **“I Have a Dream” by Martin Luther King Jr. (U4P2)**
Music: “We Shall Overcome” (Traditional)
Rationale: The song is strongly linked with the African American Civil Rights movement (see <http://www.loc.gov/teachers/lyrical/songs/overcome.html>). It is also directly referenced in King’s speech.
Activity: Have students read background information about the song from the U.S. Library of Congress website above and then sing the song or listen to a recording of it. Then lead a discussion of this question: Why do you think this song has brought strength and support to many political activists both in the United States and around the globe?

9. **“I Ask My Mother to Sing” by Li-Young Lee (U5P1)**
Music: “Nostalgia” and “The Faraway Place” from Chinese Traditional Erhu Music by Lei Qiang
Rationale: Lei Qiang is a master of the Chinese erhu, (a two-stringed fiddle). The songs reflect the setting and the wistful mood of Lee’s poem.
Activity: Play for students a recording of the songs and have them draw or write about scenes from China that the music evokes for them.

10. **The Diary of Anne Frank by Frances Goodrich and Albert Hackett (U6)**
Music: “Adagio” from Symphony No. 13, Opus 113, Babi Yar by Dmitri Shostakovich
Rationale: Shostakovich composed his compelling symphony in response to the Nazi invasion of Babi Yar, located in the Ukraine. It was there that the Nazis killed more than 70,000 Jews. The “Adagio” movement features bells and bass voices that create a dark and foreboding composition.
Activity: After students have read the first act of the drama, play a recording of the symphony. Ask students: What qualities of the play are reflected in this musical piece?

Film Connections

1. **from Beowulf (U3P2)**
Film Connection: *Beowulf* (2007)

2. **“The Gettysburg Address” by Abraham Lincoln (U4P1)**
Film Connection: *Gettysburg* (1993)

3. **“Flowers for Algernon” by Daniel Keyes (U4P3)**
Film Connection: *Charly* (1968)

4. **from The Story of My Life by Helen Keller (U4P3)**
Film Connection: *The Miracle Worker* (1962)

5. **The Diary of Anne Frank by Frances Goodrich and Albert Hackett (U6)**
Film Connection: *The Diary of Anne Frank* (1959)