

Glencoe Literature: Florida Treasures

Music and Film Connections: American Literature

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 or take advantage of the many film versions of reading selections that are available.

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

Music Connections

- 1. “How the World Was Made,” Cherokee Folktale retold by James Mooney (Unit 1, Part 1)**
Music: “I Have Killed the Deer” (Taos Pueblo Song)
Rationale: The text of the song appears in the Unit One Introduction (page 13) in connection with the Big Idea “The Sacred Earth and the Power of Storytelling.”
Activity: Have students listen to the song as they read-along the words on page 13. Then lead a discussion of how the song connects to the folktale.
- 2. From *Of Plymouth Plantation* by William Bradford (Unit 1, Part 2)**
Music: Symphony No. 9, in E Minor “From the New World” (Op. 95), popularly known as the “New World Symphony,” by Antonín Dvořák
Rationale: The Bradford selection is in a Part titled “Life in the New World.”
Activity: Play for students a recording of the symphony and have them draw or write about scenes from the new world that the music evokes for them.
- 3. “Speech to the Second Virginia Convention” by Patrick Henry (Unit 1, Part 3)**
Music: “Yankee Doodle,” traditional song of the American Revolution
Rationale: The song is strongly linked with the Revolutionary War (see explanation at <http://bensguide.gpo.gov/3-5/symbols/yankee.html>).
Activity: Have students read background information about the song from the website above and then sing the song or listen to a recording of it. Then lead a discussion of this question: Why did a song intended to insult the colonists become a rallying cry for the Revolution against Britain?

4. **“Swing Low, Sweet Chariot,” “Go Down, Moses,” and “Keep Your Hand on the Plow,” Anonymous (Unit 3, Part 1)**
Music: “Swing Low, Sweet Chariot,” “Go Down, Moses,” and “Keep Your Hand on the Plow,” Traditional Spirituals
Rationale: These songs are themselves the focus of the literature lesson.
Activity: Have students compare and contrast two or three different performances of these songs, answering following questions: Which aspects of the Spiritual tradition do the different performances of the songs bring out? Based on these observations, which performance of each song do you think is the strongest?
5. **Poems by Emily Dickinson and Literary Perspective: from “Emily Dickinson: An Introduction” by Billy Collins (Unit 3, Part 3)**
Music: “The Yellow Rose of Texas” (traditional)
Rationale: Collins claims that, because of their metrical form, many Dickinson poems can be sung to the tune of “The Yellow Rose of Texas”
Activity: Have students listen to the song and then sing Dickinson poems to the tune as a way of examining her favorite metrical form. Have students follow up by identifying other songs that work this way (for example, “Amazing Grace”).
6. **“A Wagner Matinée” by Willa Cather (Unit 4, Part 1)**
Music: Overture to *Tannhauser*, Prelude to *Tristan und Isolde*, “Prize Song” from *The Flying Dutchman*, Siegfried’s funeral march from the *Ring*, all by Richard Wagner
Rationale: Wagner’s music plays an important role in the story, and all these pieces are mentioned in it.
Activity: Have students listen to the Wagner pieces before or after reading the story and then write a short essay in which they explain why Georgiana reacts as she does to the Wagner matinée.
7. **“Richard Cory” by Edwin Arlington Robinson (Unit 4, Part 2)**
Music: “Richard Cory” by Simon and Garfunkel
Rationale: The Simon and Garfunkel song is a musical setting of the poem with some important changes in language and form.
Activity: After students have read and discussed the poem, have them listen to the song and discuss how it is faithful to the poem and how it is different.
8. **“When the Negro Was in Vogue” by Langston Hughes (Unit 5, Part 3)**
Music: Jazz pieces associated with the Cotton Club or artists of the Harlem Renaissance such as Duke Ellington, Count Basie, Billie Holiday, and Ella Fitzgerald; songs from the musical revue *Shuffle Along*
Rationale: The Cotton Club figures prominently in the essay, and all of the artists listed are mentioned in the *Literature Launcher* video for this selection. Hughes credits *Shuffle Along* with launching Manhattan’s “Black Renaissance.”

Activity: Remind students that Hughes talks about how Harlem club owners excluded African Americans in favor of white patrons. Ask: Did the situation improve in later years? Have students pick a later decade such as the 40s, 50s, or 60s, and research how African American contributions to music did or did not mesh with the treatment of African Americans generally. Students can present their findings orally, in writing, or in multimedia form.

9. “A Hard Rain’s A-Gonna Fall” by Bob Dylan (Unit 7, Part 1)

Music: “A Hard Rain’s A-Gonna Fall” by Bob Dylan

Rationale: The song is itself the focus of the literature lesson.

Activity: The lesson already calls for students to use a recording of the song in the Speaking and Listening activity on page 1207. Additionally, have students add a circle for “performance” to the graphic organizer for the Partner Activity that reviews Mood (page 1206) and incorporate performance-related elements of the song into their discussion.

10. “I Chop Some Parsley While Listening to Art Blakey’s Version of “Three Blind Mice” by Billy Collins (Unit 7, Part 3)

Music: “Three Blind Mice” and “Blue Moon,” from *Three Blind Mice*, Art Blakey and the Jazz Messengers

Rationale: The poem is about the experience of hearing these two pieces.

Activity: Remind students that in his poem Billy Collins describes ideas and feelings evoked by these two pieces of music. Have students choose a piece of music (one without words, though it could be based on a text, like “Three Blind Mice”) and write a poem describing the ideas and feelings it evokes. If possible, have students play the piece and recite the poem for their classmates.

Film Connections

1. Unit One, Part 2: Life in the New World

Film Connection: *The Light in the Forest*

2. Unit One, Part 3: The Road to Independence

Film Connection: *Johnny Tremain* (also in *Glencoe Literature Library*)

3. Unit Two, Part 1: Comparing Literature: Civil Disobedience

Film Connection: *Gandhi*

4. Unit Three, Part 1: Resistance to Slavery

Film Connection: *Amistad* (Steven Spielberg)

5. **Unit Three, Part 2: The Civil War: A Nation Divided**
Film Connection: *Gone With the Wind*

6. **Unit Four, Part 2: Realism and Naturalism**
Film Connection: *The Red Badge of Courage*

7. **Unit Five, Part 2: Modern Fiction**
Film Connections: *A Farewell to Arms*
La Grande Illusion (Renoir)

8. **Unit Six, Part 2: The United States and the World**
Film Connections: *Dr. Strangelove* (Stanley Kubrick)
Hiroshima Maid
It's a Wonderful Life
The Best Years of Our Lives

9. **Unit Seven, Part 1: An Era of Protest**
"A Hard Rain's A-Gonna Fall" by Bob Dylan
Film Connection: *No Direction Home* (Martin Scorsese)

10. **Unit Seven, Part 2: Nature and Technology**
"SQ" by Ursula LeGuin (U7P2)
Film Connections: *THX 1138* (Francis Ford Coppolla)
Fahrenheit 451
Contact