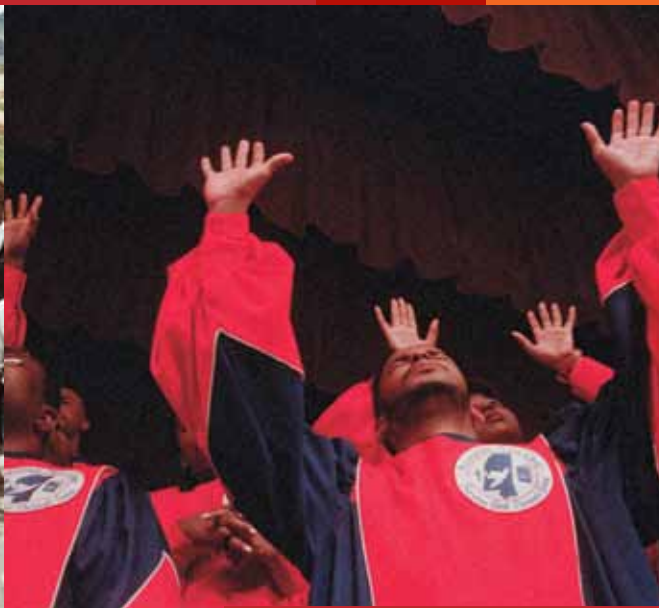


An Educational Program in Support of
*HONOR! A Celebration of the African American
Cultural Legacy* Curated by Jessye Norman



CARNEGIE HALL presents
Perelman American Roots

A Program of The Weill Music Institute at Carnegie Hall

AFRICAN AMERICAN SONG

Uniting Voices

Teacher Guide

ACKNOWLEDGMENTS

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This program is made possible, in part, by the Ronald O. Perelman Music Endowment Fund.

Major funding for *Honor! A Celebration of the African American Cultural Legacy* has been provided by The Andrew W. Mellon Foundation, The Horace W. Goldsmith Foundation, The Alice Tully Foundation, The Rockefeller Foundation's New York City Cultural Innovation Fund, Howard University, and the A. L. and Jennie L. Luria Foundation.

The opening performance of *Honor!* is sponsored by Bank of America.

Honor! is made possible, in part, by public funds from the National Endowment for the Arts.

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USING YOUR TEACHER GUIDE

The teacher guide for *African American Song: Uniting Voices* includes questions for class discussion. These are indicated throughout the teacher guide in light yellow shading. Please note that these questions do not appear in the student guide.

Information sheets, worksheets, and choral arrangements appear in both the teacher and student versions of *Uniting Voices*. These materials have been indicated with a red square, providing the instructor with the corresponding page number in the student guide (SG).

In this year’s curriculum, we have identified two types of supplements to selected lessons, as detailed below.

MUSICAL EXTENSIONS

These activity ideas are designed for music teachers who are implementing the full curriculum in their own music classrooms or who are helping to bring more music specialty approaches into an arts-integrated learning environment. These ideas emphasize skills-based learning approaches, and provide opportunities for collaboration between classroom teachers and music teachers.

CREATIVE EXPLORATIONS

These activity ideas are designed for Teaching Artists or music specialists whose work supplements that of either social studies or choral classroom teachers. These ideas emphasize hands-on work that gives students a chance to creatively respond to relevant artistic and historical contexts.

Corresponding page number in the student guide (SG), where applicable

Questions to be discussed as a class

Musical Extension

Creative Exploration

SG 1

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PRE-CURRICULUM SURVEY

- How is music a part of your everyday life? _____
- What kinds of ideas are expressed in the music you listen to now? _____
- What are some occasions or events during which people sing? _____
- What does the word *united* mean to you? _____
- Can music unite a group of people or a society? If so, how? If not, why? Give at least one example to support your opinion. _____
- Who or what comes to mind when you think of African American song? _____

LESSON 7: United in Faith: Gospel Song

AIM: How does music inspire us and our community?

OBJECTIVE: Students identify inspiring music from their lives and reflect on inspirational gospel music.

STANDARDS: NYS Social Studies—1.3; Blueprint—Music Literacy and Making Connections

MATERIALS: Perelman American Roots, Perelman American Roots CD

PART 1: **Discussing Inspiration, Belief, and Music**

- Ask students to complete the first part of the Gospel Music and Inspiration worksheet. Discuss these questions as a class:
 - What are some ways that religion inspires or unites people?
 - What functions can music have in a religious context? (Examples could include praise, adoration, worship, prayer, encouragement, testimony, teaching, and healing.)

PART 2: **Listening for Unity and Inspiration in Gospel Song**

- Listen to the following examples of gospel songs, and ask students to write down their responses on the Gospel Music and Inspiration worksheet: Mahalia Jackson singing a gospel arrangement of the hymn “Amazing Grace” [Track 12], the Brooklyn Tabernacle Choir singing Calvin Bridges’s “I Can Go to God in Prayer” [Track 13], and the recording of the Spiritual “Wade in the Water” in a gospel style [Track 14].
- Discuss and reflect on the responses; listen to the selections again as needed.

MUSICAL EXTENSION

- Listen to the Fisk Jubilee Singers’ rendition of “Wade in the Water” and compare it to the gospel rendition. Make a Venn diagram comparing and contrasting the two.
- Experiment with singing “Swing Low, Sweet Chariot” in more of a gospel style.

WORKSHEET: Gospel Music and Inspiration**PART 1: Songs that Inspire**

1. A song that inspires me is _____

2. A few words I would use to describe the music to this song are _____

3. A few words I would use to describe the voice and style of the singer are _____



Mahalia Jackson

SG 20

PART 2: "Amazing Grace," performed by Mahalia Jackson

1. What do you notice about Mahalia Jackson's singing? _____

2. What kind of unified mood or message do you think she is trying to inspire?

“I Can Go to God in Prayer” by Calvin Bridges, performed by the Brooklyn Tabernacle Choir

1. What kind of unified mood or message do you think this song is trying to inspire?

2. Do you notice unity in this performance? Give at least one example to support your opinion. _____

“Wade in the Water,” from the soundtrack of Alvin Ailey’s *Revelations*

1. What kind of unified mood or message do you think this song is trying to inspire?

2. Is that mood or message the same or different from the Spiritual-style version of “Wade in the Water” performed by the Fisk Jubilee Singers? _____

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