

CARNEGIE HALL presents

CITI GLOBAL ENCOUNTERS

# ROMANI MUSIC OF TURKEY

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A Program of The Weill Music Institute at Carnegie Hall

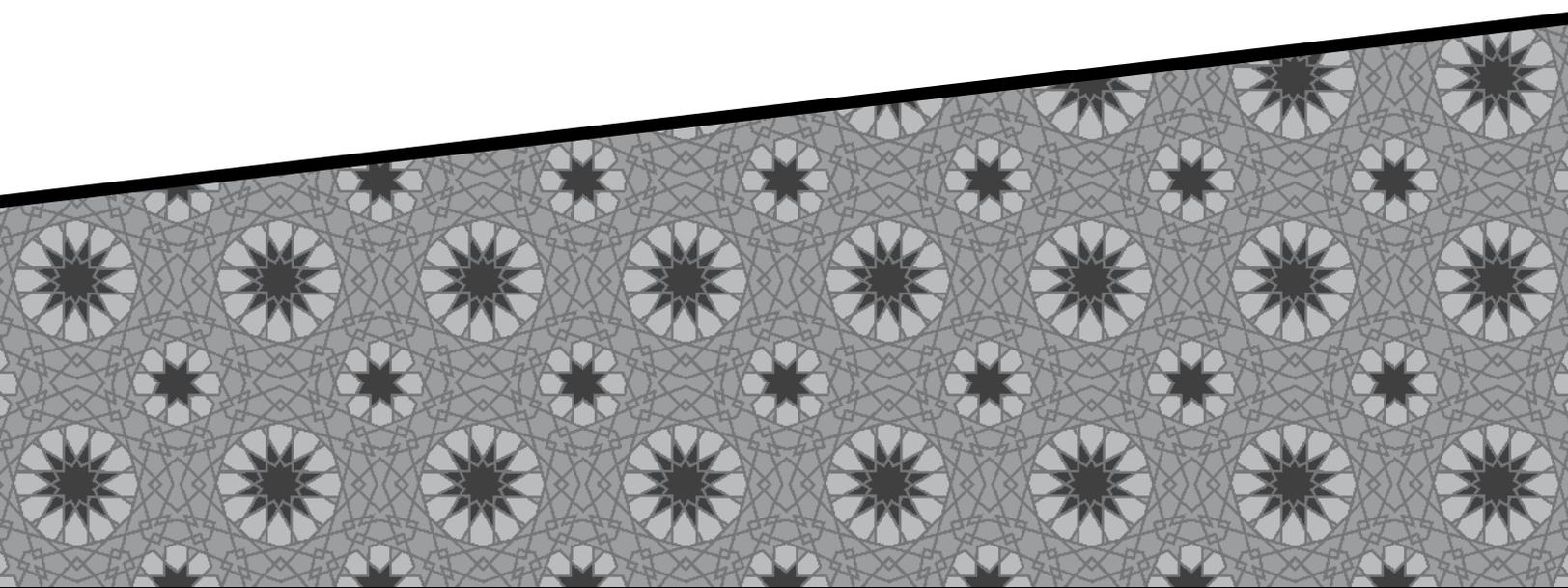
## **ACTIVITY 4B: ENGLISH PROJECT**

 **The Weill Music Institute  
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## **ACKNOWLEDGMENTS**

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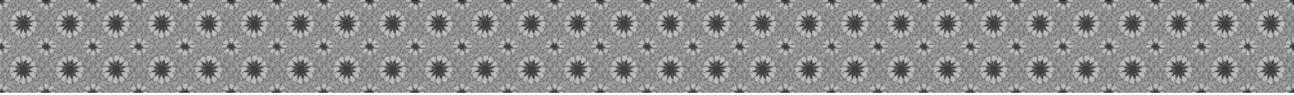
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Citi Global Encounters



## ACTIVITY 4: FREEDOM AND STRUCTURE PROJECT

**AIM:** What are our ideas regarding freedom and structure in global studies, English, and music?

**SUMMARY:** Students work individually, in small groups, or with the entire class to create a research project.

**MATERIALS:** Citi Global Encounters CD, Project Support Materials

**TIME REQUIRED:** At least two class periods (possibly more depending upon the depth of your class's project)

**NYC AND STATE STANDARDS:** NYS Social Studies: 2.3; Blueprint: Making Connections

We encourage teachers and students to create Freedom and Structure Projects using the knowledge and experience that they have gained from studying Selim Sesler and Romani music. Teachers will decide whether students will work on these projects individually, in small groups, or together as a class. Regardless of the size of the group(s) within the class, teachers will choose only one subject area—either global studies, English, or music, as outlined in the Project Example materials on the following pages—to be the content of all projects.

We recognize that every classroom teacher has certain areas of expertise. We invite classroom teachers to choose subject areas with which they are comfortable for these two (or more) Freedom and Structure Project lessons. Please use the Project Example materials on the following pages as a guide for your classroom work, but also feel free to let the projects take form naturally.

### PROJECT PARAMETERS FOR FREEDOM AND STRUCTURE PROJECTS

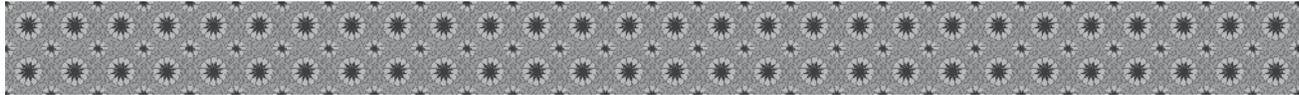
- can be created by individual students, small groups, or the entire class
- should include some of the ideas about freedom and structure that are at the center of our guiding question (p. 4)
- should include a connection with Romani music or culture
- should include creating an artifact or documentation that can be shared both in class and at the final concert
- should involve a minimum of two class periods of work
- can be drawn from the examples provided, or can be freely invented
- can involve collaboration with arts specialists in your school

The materials on the following pages present some project possibilities for the following subject areas:

- global studies (pp. 26–27)
- English (pp. 28–31)
- music (pp. 32–35)

### ADDITIONAL PROJECT RESOURCES

We have also included a list of additional web resources that might be helpful as you plan and create your projects (p. 43). These resources might provide inspiration for additional starting points for brainstorming.



## PROJECT EXAMPLE: ENGLISH

**AIM:** What qualities of the Romani experience are reflected in the lyrics for the songs “Crying for Soda, Fainting for Lemons” and “Kirmiziyi Severler”?

**SUMMARY:** Students plan and create research projects.

**MATERIALS:** Citi Global Encounters CD, Project Support Materials

### PART 1: A NEW NATIONAL ANTHEM

**Tell students:**

- “The US President and Congress have agreed that America needs new lyrics for the national anthem, ‘The Star-Spangled Banner.’ You have been commissioned to write these lyrics.”
- “Using the existing lyrics (p. 30) and melody as a template, write new lyrics to represent your personal point of view about the United States. Decide if your lyrics will be celebratory, critical, or a combination of the two viewpoints.”

Have students sing and compare their lyrics.

**Ask students:**

“Which specific lyrics—celebratory, critical, or both—do you think truly reflect your feelings about the United States?”

“Do any of the lyrics have more than one potential meaning?”

### PART 2: EXPLORING ROMANI SONG LYRICS

Play Selim Sesler’s recording of the medley including “Crying for Soda, Fainting for Lemons” and “Kirmiziyi Severler” (Track 9), and have students look at the printed lyrics (p. 30). Both songs are popular in Turkey, and “Kirmiziyi Severler” is considered the unofficial Romani national anthem.

Have students use the support materials on p. 30—which contains lyrics to both songs—to decode the meaning in the two songs.

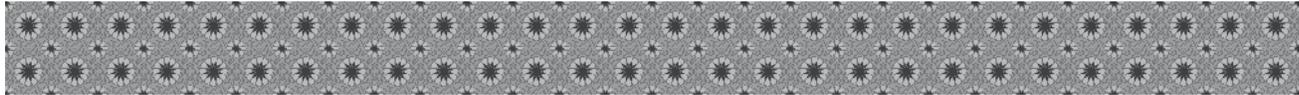
**Ask students** the following questions about “Crying for Soda, Fainting for Lemons”:

“Who is singing these lyrics? Why would no one go near a ‘lemon squeezer’?”

“Is this song serious, ironic, or comical? How does the singer feel about the wedding guests who are ‘crying out for soda, fainting for lemons’?”

**Ask students** the following questions about “Kirmiziyi Severler”:

“What do the lyrics tell you about the Romani people?”



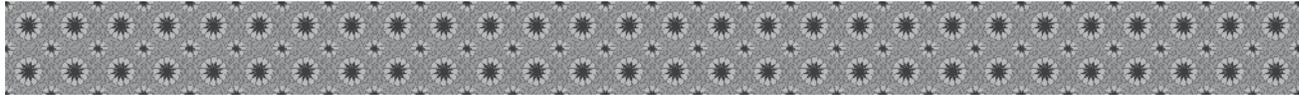
**Ask students** the following questions about both songs:

“Why would these lyrics be chosen for a national anthem? What connection can you make between the lyrics and what you have learned about social freedoms and structures in Turkish and Romani cultures?”

“What are some of the popular songs you know that observe or comment on social freedoms and structures in your own culture?”



**Cappadocia in eastern Turkey**



## SUPPORT MATERIALS FOR ENGLISH PROJECT EXAMPLE

### **“The Star-Spangled Banner”** **Lyrics by Francis Scott Key**

Oh, say can you see by the dawn’s early light  
What so proudly we hailed at the twilight’s last gleaming?  
Whose broad stripes and bright stars through the perilous fight,  
O’er the ramparts we watched were so gallantly streaming?  
And the rocket’s red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh, say does that star-spangled banner yet wave  
O’er the land of the free and the home of the brave?

The original tune used for “The Star-Spangled Banner” was borrowed from an English drinking song written around 1780. By 1798, this melody had been used to create many new songs, including songs that praised former US presidents John Adams and Thomas Jefferson. Francis Scott Key would have been quite familiar with this melody when he published his lyrics to the “The Star-Spangled Banner” in 1814 and used this melody. Not until 1916 was “The Star-Spangled Banner” designated the US national anthem by Woodrow Wilson.

### **“Crying for Soda, Fainting for Lemons” and “Kirmiziye Severler”** **Lyrics and Music by Kadir Üründülcü**

(Instrumental Main Melody)

I came to dance, to dance,  
To throw the belly at weddings.  
They call me “lemon squeezer”  
And no one comes near me.

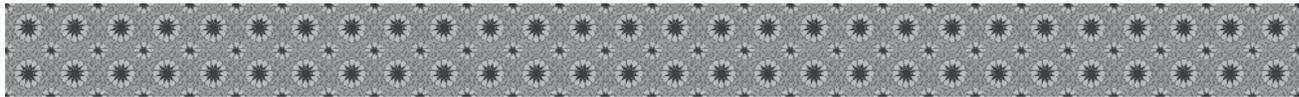
Refrain:  
They are crying out for soda, fainting for lemons.

(Clarinet Solo, and Instrumental Main Melody)

Headscarf around my waist, I swear  
I had everyone look at me.  
Headscarf around my waist, I swear  
I had everyone look at me.  
They call me “lemon squeezer”  
And no one comes near me.

Refrain:  
They’re crying out for soda, fainting for lemons.

(musicians transition into “Kirmiziye Severler”)



Those that love red are proud of each other  
Romani [people] are this way  
Their hearts can't live without playing.

Let the person be Romani  
Even if he's made from mud  
God also created him  
Whomsoever he be, let him be [Romani].

(Violin Solo)

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### A NOTE ON THE LYRICS:

- “Throw the belly” refers to bellydancing as wedding entertainment. Romani musicians are often experts at accompanying professional dancers. Bellydancing is popular throughout Turkey and the Middle East.
- Soda water with fresh-squeezed lemon is a popular drink in Turkey; the host or caterer is responsible for providing refreshments for the wedding party.
- In Turkey, a headscarf worn on a woman's head is a public expression of commitment to Islam. Wearing a headscarf around one's waist might be considered inappropriate, provocative, or ambiguous.
- Romani people believe that those who wear red are protected from harm, for red connotes love and fertility. For these reasons, brides throughout the Mediterranean (an area which includes Turkey, Greece, Spain, and Croatia) wear red veils on their wedding days.



**Selim Sesler playing for musicians of Trakya'nin Sesi at a restaurant, Istanbul, 1999**  
**Right to left: Ramazan Borozan; Nusret Sute; Turan Gumus.**  
**Seated: Selim Sesler with clarinet.**

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