MUSIC IN ARKANSAS ORIGINS

EDUCATOR GUIDE

AETN ideas
INTERNET DELIVERED EDUCATION FOR ARKANSAS SCHOOLS
Fellow Educators:

Music in Arkansas: Origins 200 BC–1941 AD tracks the development of Arkansas’s rich musical heritage, beginning with the discovery of a 200 BC Hopewell panpipe and concluding as King Biscuit Time hits the airwaves in 1941 Helena. Origins explores Arkansas’s role in the development of fourteen distinct musical genres, as well as how the rich Arkansas soundscape has been influenced by various shifts in culture and by Arkansas’s unique geographical regions.

AETN is proud to provide this educator guide as a resource for middle and secondary teachers who wish to use Origins in the classroom. The documentary and its classroom resources have been developed with the Arkansas State Standards and the College, Career and Civic Life Framework in mind. We hope that you enjoy Music in Arkansas: Origins and that you find its accompanying resources beneficial to you, your students, and your learning goals.

Sincerely,

AETN-ArkansasIDEAS

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For online access to the educator’s edition of the film and its accompanying standards-alignment document, professional development course, and other resources, visit: [aetn.org/musicharkansas](http://aetn.org/musicharkansas) or [ideas.aetn.org](http://ideas.aetn.org).
Music in Arkansas: Origins

Movement One: Prelude

The recorded history of Arkansas's rich musical heritage begins with the songs and rituals of the Quapaw, a people originally known by the French as the Arkansas, whose rituals were recorded during the La Salle Expedition of 1682. From that first written record referencing music in Arkansas to the founding of Arkansas Post and beyond, Music in Arkansas: Origins explores Arkansas's influence throughout the development of fourteen distinct musical genres. (6 min.)

Pre-European Exploration through Settlement to 1802

Movement Two: Wind and Percussion

Arkansas has six unique geographical regions, each with a musical heritage dating back to early European exploration and even prehistoric times. "Wind and Percussion" introduces Arkansas's regions and the various instruments discovered within them, exploring the impact of the regions' inhabitants and landscapes on the history of music and musical instruments in Arkansas. (16 min.)

KEY TERMS, PEOPLE, AND PLACES

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SUPPORTING QUESTIONS & FORMATIVE TASKS

Check for Understanding

1. Describe the earliest known historical reference to music and musical instruments in Arkansas. (Grades 7-12)

2. List three of the preserved sound makers from early European exploration and prehistoric times and describe the geographic regions in which they were found. (Grades 7-12)

3. Explain how the Hopewell Interaction Sphere affected where Hopewell sound-making instruments have been discovered. (Grades 7-12)

Discussion Question

4. Why might a person have been buried with a panpipe on his or her chest? Consider the significance of the instrument's design, the sound it makes, its placement, and its color. What implications does this have regarding the importance of the instrument and its use in society? (Grades 7-12)

Writing Tasks

5. Write to describe the early musical history of Arkansas, comparing it with music today. In your answer, consider the sound-making instruments discovered and their possible uses during Arkansas's early history. (Grades 7-12)

6. In what ways were Arkansas's earliest American Indian cultures similar? Conduct more research on the cultural characteristics of early native populations in Arkansas, focusing on both ceremonial and everyday uses of song, dance, and sound-making instruments. Placing an emphasis on music, write to explain the similarities and differences among the cultural characteristics of two or more of Arkansas's earliest tribes. (Grades 9-12)

7. What was the impact of European explorers on early native populations in Arkansas? Conduct more research to discover the impact of European explorers on the music, sound-making instruments, and cultures of Arkansas's early native populations. Write two articles that describe this impact from different perspectives. (Grades 9-12)
4  Louisiana Purchase to Early Statehood 1803–1860

Movement Three: Drum Dance
In the decade before Arkansas statehood, a series of treaties forced the Quapaw to move alongside the Caddo. Such forced relocations resulted in great loss, but many shared traditions still survive today. "Drum Dance" explores the extensive complexity of the musical traditions that have persisted in Caddo, Quapaw, and Osage cultures, even through the cultural devastation caused by the Indian Removal Act. (8 min.)

Movement Four: Hymns and Spirituals
Protestant hymnals took hold during an era when music books and sheet music were rare. "Hymns and Spirituals" examines the hymns sung by early Euro-Americans and enslaved African Americans, and how field hollers and spirituals have influenced music in Arkansas today. (12 min.)

Movement Five: Arkansas Traveler
This movement explores a few notable Arkansas songs, including the "Fayetteville Polka," the first sheet music published in Arkansas, and the "Arkansas Traveler," a versatile song that has grown ever more popular through the years and has been modified, recorded, and referenced by hundreds of musicians and other artists. (6 min.)

KEY TERMS, PEOPLE, AND PLACES

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5  SUPPORTING QUESTIONS & FORMATIVE TASKS

Check for Understanding
1. Describe what is unique about the songs and dances of the Green Corn Ceremony common among Southeastern American Indians. (Grades 7-12)
2. How did the 1811 and 1812 New Madrid earthquakes affect settlement into Arkansas? (Grades 7-12)
3. How were field hollers and spirituals developed, and what purpose did they serve? (Grades 7-12)
4. What book released in 1867 was the first book to publish African American spirituals, including five songs that originated in Arkansas? (Grades 7-12)

Discussion Question
5. Discuss the historic popularity of the song "Arkansas Traveler" and its portrayal of Arkansas culture. Why do you think the song has remained popular through the centuries? Do you feel that its portrayal of Arkansas is still relevant today? (Grades 7-12)

Writing Task
6. What were the consequences of public policies during this era? Research one of the major public policy decisions of the time, such as the Indian Removal Act or the Louisiana Purchase, and write to evaluate the intended and unintended consequences on the people of Arkansas and their cultural traditions. (Grades 9-12)
Civil War through the Gilded Age 1861–1900

Movement Six: Marching Song
During the Civil War, music was used both to keep marching regiments in line and as a morale boost. “Marching Song” explores this music, which soldiers used as a means to share the traditions of their respective cultures as they expressed grief, celebrated victories, and conveyed their dreams for life after the war. (4 min.)

Movement Seven: Composition and ReComposition
Several prolific musical pioneers of note were raised in Arkansas during this era. “Composition and ReComposition” examines their achievements as some of the most noteworthy composers to call Arkansas home. (7 min.)

“Maple Leaf Rag”
Scott Joplin
1899

Treemonisha
Set in 1867
Arkansas

KEYTERMS, PEOPLE, AND PLACES

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Check for Understanding
1. How was music used by the military during the US Civil War? (Grades 7–12)
2. What was Florence Price's first African American female composer to have achieved? Explain why this is significant. (Grades 7–12)
3. Describe the plot and the significance of Scott Joplin's opera, Treemonisha. (Grades 7–12)

Discussion Question
4. In “Composition and ReComposition,” the narrator states that Arkansas's 1874 Constitution solidified opposition to equal rights. Research this issue and discuss how it may have impacted the lives of African American musicians in Arkansas. (Grades 7–12)

Writing Tasks
5. Write to explain the significance of “Marching Song of the First Arkansas,” which was written by Captain Lindley Miller of the First Arkansas Volunteer Infantry Regiment. (Grades 7–12)
6. How did the historical events of this era affect music and musicians in Arkansas? Consider the social transformations taking place during the Civil War and throughout the Reconstruction and the Gilded Age. Conduct research, then write to describe the effects of these social transformations on musicians and music in Arkansas. (Grades 9–12)
Early 20th Century 1901–1941

Movement Eight: Folk, Blues and Country
The traditional styles of music that were preserved and reshaped during the 19th century evolved into the folk, blues and country music of the early 20th century. "Folk, Blues and Country" discusses notable Arkansas musicians born in this era who would grow up to be pioneers of the new genres. (10 min.)

Movement Nine: Radio
In 1922, Pine Bluff’s WOK would emerge as Arkansas’s first radio station. Local broadcasting with this burgeoning mass medium meant that families in rural Arkansas were more connected to the outside world. "Radio" provides information about these first broadcasts and the musicians who would use the platform to perform for wider audiences than ever before. (6 min.)

Movement Ten: Recording and Festivals
The 1930s would see an emergence of festivals, recordings, and increasingly influential radio programs as many musicians began bridging the boundaries of traditional and innovative musical genres. "Recording and Festivals" delves into Arkansas’s historic folk festivals and blues broadcasts, revealing some of the most influential musicians of the era. (10 min.)

KEY TERMS, PEOPLE, AND PLACES

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SUPPORTING QUESTIONS & FORMATIVE TASKS

Check for Understanding
1. What was Sister Rosetta Tharp known as? What were her greatest accomplishments? (Grades 7-12)
2. What is King Biscuit Time? Provide a detailed explanation of its significance during this era. (Grades 7-12)

Discussion Questions
3. Discuss what factors of this time period might have influenced Arkansans’ perspectives on music and the music industry. (Grades 7-12)
4. How did the invention of radio impact Arkansas’s economy and its growing music industry? Research and analyze the development and advancement of radio and radio broadcasts in Arkansas. Hold a discussion on the impact of radio on the music industry and on Arkansas’s economy. (Grades 9-12)

Writing Tasks
5. Write to explain how new technology in the 1920s influenced music in Arkansas and around the globe. (Grades 7-12)
6. What historical event during this era had the greatest effect on music in Arkansas? Conduct research to find primary and secondary sources that demonstrate the effects of World War I, the Great Depression, and the New Deal. Write an argument detailing which major event you feel had the greatest impact on music in Arkansas, why, and whether the impact was positive or negative. Provide detailed examples in your response. (Grades 9-12)
EXTENSION INQUIRIES

CONDUCT RESEARCH

Conduct research in order to develop a comprehensive response to one of the inquiries below. Evaluate your sources carefully, using them to identify evidence and develop refined claims and counterclaims as support. When finished, select the performance task from the next page that will best represent your findings.

Through the Lenses of a Geographer:
A. How have the attributes of Arkansas’s geographic regions impacted music in the state? Conduct more research to consider the relationship between the attributes of at least three of Arkansas’s geographic regions and the musical traditions that developed or became popular there. Provide sufficient evidence and construct a detailed map to support your findings. (Grades 7–12)

From the Perspective of a Historian:
B. How have the historical events and cultural transformations of each era shaped music in Arkansas? Reflect on the origins of at least three of Arkansas’s musical traditions and the circumstances impacting their development. Outline how Arkansas’s musical traditions have been influenced by the circumstances of time and place. (Grades 7–12)

C. How have Arkansas musicians influenced the music industry? Choose a 20th-century musician featured during Music in Arkansas: Origins. Conduct research on that musician’s life and his or her contributions to music and to the music industry. Write a biographical article that outlines the significance of the musician’s contributions to music in Arkansas. (Grades 7–12)

Through the Eyes of an Economist:
D. How have Arkansas’s music and radio entrepreneurs influenced industry? Conduct research to analyze the contributions of two or more innovative music/radio entrepreneurs from Arkansas. Describe the impact that these Arkansans have had on industry and on local, national, and global economies. (Grades 7–12)

From the Stance of a Musician:
E. How do historical circumstances and cultural characteristics impact musical performances? Consider how musical performances in Arkansas have changed with each shift of culture and era. Analyze and discuss these shifts, then list how individual experiences and historical contexts might have impacted some of the musical performances presented throughout Origins. (Grades 7–12)

As a Musical Anthropologist:
F. Consider how Arkansans have experienced music and what its role has been within Arkansas culture. Hold a discussion differentiating the roles of music and musicians in the various cultures and musical disciplines featured in Origins. Discuss the emergence of musical genres and, as a group, identify a selection of representative music, composers, and genres for each era explored in the film. Create a detailed timeline illustrating the historical and cultural contexts of the selected works and genres. (Grades 9–12 or Advanced Classes)

COMPLETE A PERFORMANCE TASK

Choose the performance task below that will best represent your work on the inquiry from the previous page. Make sure that your performance task utilizes and cites examples from Music in Arkansas: Origins, as well as any research you have conducted. All requirements apply to grades 7–12 except those that are underlined, which are applicable to grades 9–12. Remember—cite your sources.

Choose Performance Task A or B:

A. Construct an argument that addresses the question using evidence from multiple sources in support of your precise and knowledgeable claims. Remember to acknowledge the strengths and limitations of your argument and your counterclaims. Your argument can take the shape of an essay, a presentation, a detailed outline, a website, a detailed poster, a documentary, etc.

B. Construct an explanation that addresses the question using correct sequence, sound reasoning, examples, and significant details. Remember to acknowledge the strengths and limitations of your explanation given its purpose. Answers can take the form of essays, presentations, outlines, websites, posters, documentaries, etc.

Present and Evaluate Performance Tasks:
• Tasks should be evaluated by peers for credibility and structure, as well as for the use of claims, evidence, reasoning, sequencing, and supporting details.
• Tasks should feature interesting and evocative perspectives.
• Tasks could be for a range of audiences inside or outside the classroom.
• Tasks should include print, oral, and digital components.

TAKE INFORMED ACTION

Determine a current issue related to music in Arkansas that you would like to research, such as access to music education, the continued funding of music programs and organizations, or the preservation of a certain style or genre of music. Use disciplinary and interdisciplinary lenses to analyze the issue, its characteristics, and its causes. Identify previous instances of such problems and list the challenges and opportunities faced by those who have been trying to address the issue.

What can you do to help? Utilizing both self-reflection and complex causal reasoning, assess your options and your individual and collective capacity to take action. Make sure to take into account the full range of possible levers of power and strategies that could be used, as well as potential outcomes.

Now take action! Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in your classroom, your school, and your community. (Example actions: write letters, perform service work, provide tutoring, volunteer, etc.)
Recommended Resources

Arkansas History Hub

arkhistoryhub.com

Arkansas Digital Archives

ahc.digital-ark.org/cdm

Arkansongs

ualpublicradio.org /programs/arkansongs

Arkansas Sounds

www.arkansasounds.org /music-collection.html

Ozark Highlands Radio

ozarkhighlandsradio.com

The Encyclopedia of Arkansas History and Culture

encyclopediаараkansas.net

Encyclopedia of Arkansas Music

napress.com/dfd-predict /encyclopedia-of-arkansas-music

Radio CALS

radiocals.org

Butler Center Lesson Plans

artstudies.contentdm.ojlc.org/cdm /landingpage/collection/lessonplans

Arkansas Studies Institute: Collections

artstudies.contentdm.ojlc.org /cdn/search

Library of Congress Southern Mosaic:
The John and Ruby Lomax 1939 Southern States Recording Trip
loc.gov/teachers/classroommaterials /connections/southern-mosaic

College, Career, and Civic Life Framework for Social Studies State Standards

socialstudies.org/3

The John Quincy Wolf Collection:
Ozark Folksongs

web.lyon.edu/wolfcollection /ozarks.htm

Folkstreams

folkstreams.net

Image Credits

Fig. 1, Portrait of Unknown Quapaw Tribe and La Salle Exploration. 1847. Illustration AETN

Fig. 2, Hecla Piggott. 2016. American Museum of Natural History Photograph

Fig. 3, Effigy Lithograph. Courtesy of Jim Rees

Fig. 4, Jaffe Bowl Rattlehead. Courtesy of Prof. Michael Fuller, St. Louis Community College

Fig. 5, Japand Perforated Blade. 2017. Illustration AETN

Fig. 6, Wolfe (aka White). 2015. Courtesy of Jim Rees

Fig. 7, Water Drum and Ground Bottle, 1700s. Painted by Benjamin Dewmont de Montgomery

Fig. 8, The Arkansaw Troubler. 1856. Painted by E.F. Washburne. From the Permanent Collection of the Historic Arkansas Museum, Little Rock, Arkansas

Fig. 9, French Horn. 19th Century.Courtesy of Arkansas State Parks Departmental Historic Sites Unit

Fig. 10, Codfish Turkey Dance. 2016. Image AETN

Fig. 11, Arkansas Mayhem. 2016. Image AETN

Fig. 12, State Songs of the United States. 1887. New York: A. Simpson & Co. W.F. Allen C.P. White and L.M. Gansiaux, Image AETN

Fig. 13, Confederate Flag. 1861. Courtesy of Special Collections Division, University of Arkansas Libraries, Fayetteville

Fig. 14, The Star of the South. 1839. Painted by E.F. Washburne. From the Permanent Collection of the Arkansas Museum, Little Rock, Arkansas

Fig. 15, Song of the First Arkansas. 1863. Courtesy of Old State House Museum Collections, Little Rock

Fig. 16, Map of Central Arkansas. 1895. Illustration AETN

Fig. 17, Priscilla A. McCurdy. 1911. Scott Joplin. Library of Congress

Fig. 18, Montgomery Rifles. 1961. Courtesy of Wilsons Creek National Battlefield

Fig. 19, Fire and Government. Courtesy of Butler Center for Arkansas Studies

Fig. 20, 57th United States Colored Infantry. 1863-1866. Courtesy of the Little Rock Center for Arkansas History and Culture

Fig. 21, Constitution of the State of Arkansas. 1874. Library of Congress

Fig. 22, Scott Joplin. Image AETN

Fig. 23, Esther Gordon. On Behalf of UCA Archives

Fig. 24, Florence Price. Courtesy of Special Collections Division, University of Arkansas Libraries, Fayetteville

Fig. 25, William G. Miller. 1903. Courtesy Arkansas State Archives

Fig. 26, Almeda Riddle. 1965. Courtesy Arkansas State Archives

Fig. 27, Mountain Radio Stations. 1920s. Courtesy of Butler Center for Arkansas Studies

Fig. 28, Postal Wreath Game. Courtesy of Postal Wreath Game Foundation

Fig. 29, Jenny Dinkbank. 1940s. Courtesy of Arkansas State Archives

Fig. 30, Louis Jordan. Courtesy New York Public Library

Fig. 31, Patry Montanna. Courtesy of UA Little Rock for Arkansas History and Culture

Fig. 32, Articles from First Arkansas. 1864. Courtesy of UCA Archives

Fig. 33, Arkansas Record Series. 2017. Image AETN

Fig. 34, Erik Robinson. 1996. Courtesy of David Linn

Fig. 35, Mammon Brass. Late 1800s. Courtesy of Morrison Family

Fig. 36, Small Creek Folklore Festival. 1941. Tom Shinn

Courtesy of Clark Philanthropists

Fig. 37, Flag Biscuit Time. 1941. Courtesy of Delta Cultural Center and Museum of the Department of Arkansas Heritage

Acknowledgements

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Arkansas History Commission
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