

GO TELL AUNT RHODY

PERFORMANCE STANDARD (25B/27A/27B).A (music)

Using the song and book *Go Tell Aunt Rhody* by Alike, students will describe the story told in the song, interpret visual images in the book, and connect visual images from the book to stories about people of early America:

- *Knowledge:*
- *Process:*
- *Creative Expression:*
- *Collaboration:*
- *Communication:*

Procedures

1. ***In order to understand the similarities, distinctions and connections in and among the arts (25B) and understand how the arts shape and reflect history, society and everyday life (27B)***, students should experience sufficient learning opportunities to develop the following:

- Describe the theme, idea, feeling or story within an art work,
- Interpret movements, sounds, and visual images in art works made by self and others, and
- Connect images and sounds from a work of art to stories about people and everyday life.

Note: Students will learn the song “Go Tell Aunt Rhody” by looking only at the pages of the Alike book that have words on them. Teacher will define words like gosling, gander, and millpond as well as describe a feather bed (a mattress or quilt that was made of feathers stuffed between two pieces of quilting or cloth [note quilting patterns in frontispiece of book]; used in rural early America when feathers were readily available; very warm). Students will have had experience responding to questions into a tape recorder.

2. Listen to the audio tape and evaluate the students’ responses.
3. Part 1 (25B A-Describing a story within a folk song)After the group has sung the song, again looking only at the pages of the Alike book with words, the teacher or an aide will take individual students to a private area (e.g., the hall) and ask each one to tell what happened in the song. Each student will record his or her name or number and version of the story on tape.
4. Part 2 (27B A-Connecting images to stories about people and everyday life and 27A A-Interpreting visual images)
5. The teacher will select one group of four students. The teacher or an aide will show one of the students in the group the next two pages (no words) and ask the following questions with students giving their names and responding into the tape recorder:
 - a. What are the people doing in this picture?
 - b. What probably happened just before this picture?
 - c. How do the people in this picture feel?
 - d. What in the picture tells you how they feel?
5. The teacher or an aide will ask another member of the small group the same questions about the next two pages. This process will be repeated for the entire group.
6. Another group of four will be selected, and the teacher or aide will repeat steps 1 to 3 above. This process will be repeated for all students.
7. Evaluate each student’s work using the attached rubric as follows and add the scores to determine the performance level:
 - *Knowledge:*
 - *Process:*
 - *Creative Expression:*
 - *Collaboration:*
 - *Communication:*

Examples of Student Work not available

Time Requirements

- Five minutes per student for Part 1
- 15 minutes per each group for Part 2

Resources

- *Go Tell Aunt Rhody* by Alike (Aladdin Paperbacks; Simon & Schuster)
- Tape recorder
- Blank tapes
- Go Tell Aunt Rhody Rubric

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NAME _____ DATE _____

- Exceeds 4 total points
- Meets 3 total points
- Approaches 2 total points
- Beginning 1 total point

	Describing a Story in a Song	Connecting Images to Stories	Interpreting Images
4	<ul style="list-style-type: none"> • Tells 5 or more accurate details 	<ul style="list-style-type: none"> • Identifies 4 or more accurate details 	<ul style="list-style-type: none"> • Appropriate response with logical and elaborate support of ideas
3	<ul style="list-style-type: none"> • Tells 4 accurate details 	<ul style="list-style-type: none"> • Identifies 3 accurate details 	<ul style="list-style-type: none"> • Appropriate response with logical support of ideas
2	<ul style="list-style-type: none"> • Tells 2 or 3 accurate details 	<ul style="list-style-type: none"> • Identifies 2 accurate details 	<ul style="list-style-type: none"> • Appropriate response with little support of ideas
1	<ul style="list-style-type: none"> • Tells 1 or no accurate details 	<ul style="list-style-type: none"> • Identifies 1 or no accurate details 	<ul style="list-style-type: none"> • Inappropriate response and/or illogical support for ideas
Score			

Note: Accurate details of the song include:

- The old gray goose is dead.
- The children must tell Aunt Rhody.
- Aunt Rhody was saving the old gray goose to use her feathers for a feather bed.
- The old gray goose’s children (goslings) are unhappy.
- The old gray goose’s husband (gander) is unhappy.
- The old gray goose died in the millpond.
- The old gray goose died standing on her head.