



Where Does Music Come From?





A Study Guide for the Music of Trout Fishing in America

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Four time Grammy nominated band Trout Fishing in America has been called “the Lennon and McCartney of kids’ music.” Ezra Idlet and Keith Grimwood, the musicians of Trout Fishing, love to share their love of music with kids. These materials are designed to prepare students for a school visit from Trout Fishing in America, to follow up a concert, or to focus a standards-based classroom study of the music of Trout Fishing in America.

The materials answer the question, “Where does music come from?” in a number of different ways, for different grade levels. You’ll find hands-on activities and reproducibles which can be used individually or as a complete unit. Most are adaptable to different grade levels and curriculum needs. Educators can pick and choose from the activities to suit the needs of any classroom situation, so a school or district can prepare students at multiple grade levels for a large assembly with Trout Fishing in America.

Where Does Music Come From?

	<i>...from musicians Meet Keith & Ezra!</i>	<i>...from musical instruments</i>	<i>...from many times and places</i>	<i>...from a creative process</i>	<i>...from the heart</i>
K-3	Same and Different	Big and Small	Multicultural percussion instruments from recyclables	Singing some math with “18 Wheels on a Big Rig”	Sad music, mad music, happy music, snappy music
4-6	The Trout Fishing in America story	Musical Families	Mapping musical instruments/ creating a timeline	Creating tongue twisters with “Rubber Baby Buggy Bumpers”	Infographing Trout Fishing in America
Middle School	Being a Musician Is a Career	The Anatomy of an Instrument	America’s Musical Melting Pot	“My Hair Had a Party”: What Makes It Poetry?	Science Says Music Makes Us Feel Good... and Smart, Too

Please see the list of standards and benchmarks met by each activity at the end of the Study Guide.

The answer to the visual puzzle “How Many Instruments Do You See?” in Section 2 is 8 – count the instruments in the pictures on the walls and in the design in Keith’s shirt!

Where Does
Music
Come From?

...from
musicians!



Same and Different

Keith Grimwood (left) and Ezra Idlet (right) are the musicians of Trout Fishing in America. Read the things that are the same and different about them and make a Venn diagram showing the information:

Keith is 5'5". He is small.

Ezra is 6'8". He is tall.

Keith can read musical notation: 

Ezra plays by ear; he doesn't read notes.

Ezra plays guitar, drums, and banjo.

Keith plays bass, piano, guitar, and violin.

Keith is Ezra's best friend.

Ezra is Keith's best friend.

Keith loved school and he loves to read.

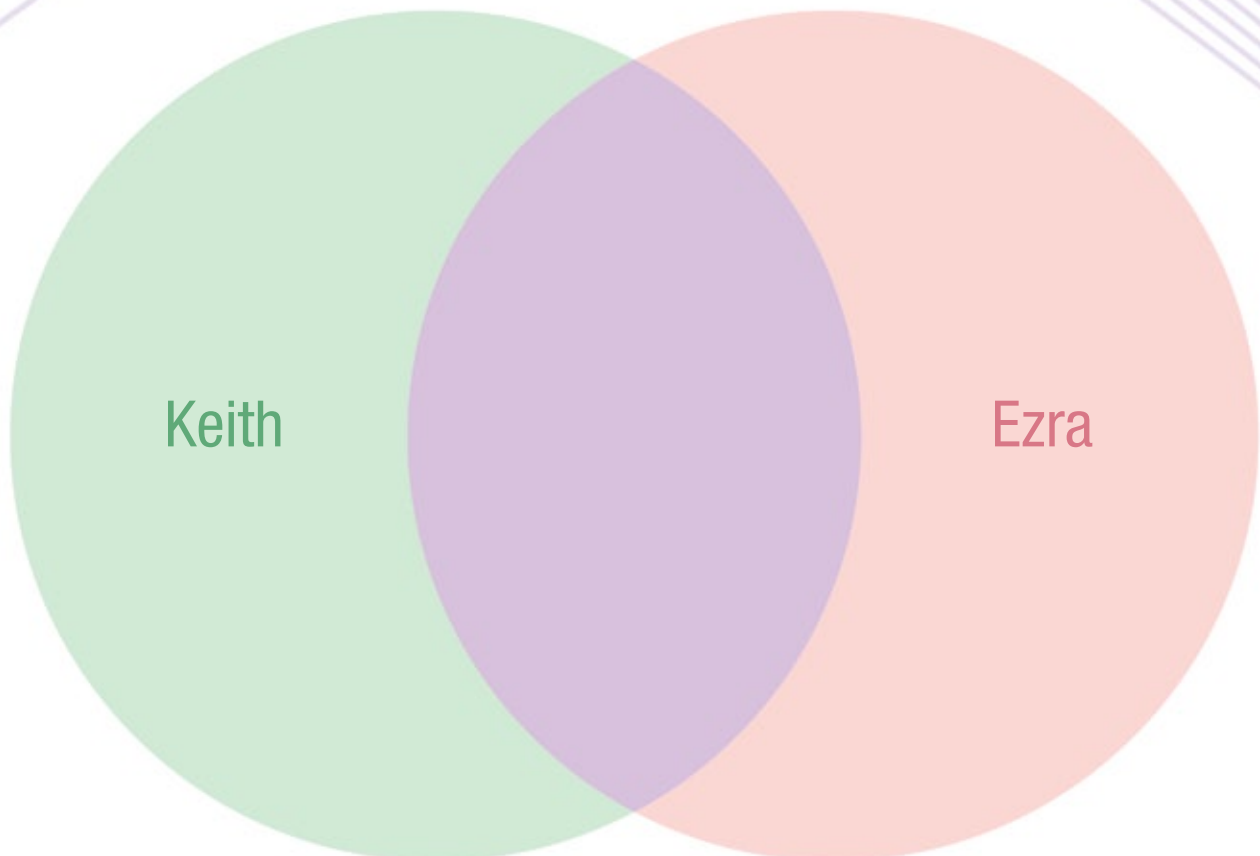
Ezra loves to fish. He loves music.

Keith studied piano when he was a child.

Ezra didn't like piano lessons when he was a kid.

Keith played in the symphony orchestra.

Ezra played on a basketball team.



The Trout Fishing in America Story

Keith started playing piano when he was 8 years old, and the bass when he was 11. He made the Texas All-State Orchestra all four years in high school. By the time he was 22 years old, he was playing in the Houston Symphony Orchestra.

Ezra went to college on a basketball scholarship. He also loved music, and he played guitar in restaurants. They met in 1976 and started playing together in a rock band called "St. Elmo's Fire."

St. Elmo's Fire was on tour in California and Keith and Ezra made extra money in Santa Cruz as street musicians. Keith was reading a famous book by Richard Brautigan called Trout Fishing in America, and Ezra was trout fishing... in America... so they decided to call their new band "Trout Fishing in America."

Trout Fishing has recorded several albums of music for grownups, but they might be most famous for their family music, intended for kids and adults alike.

The band was originally based in Houston Texas but in 1992, they moved to Arkansas. Arkansas is in the middle of the country, so it was a convenient base for the band. Trout Fishing has now played in all 50 states, in several provinces in Canada, and in other countries, including Scotland and France.

Keith and Ezra started their own record label called Trout Records, and they now have more than 20 albums, as well as books with CDs. They have received a number of awards for their music: three National Indie Awards, multiple Parents' Choice and NAPPA Gold awards, the American Library Award, and four Grammy nominations.

Comprehension Questions

1. Where has Trout Fishing been based, and in what order?

- a. Texas > California > Arkansas
- b. Arkansas > Mexico > Texas
- c. Canada > Texas > Mexico
- d. California > Texas > Arkansas

2. How many awards has Trout Fishing received?

- a. Four
- b. Three
- c. More than ten
- d. None

3. How many people are in the band?

- a. One
- b. Two
- c. Three
- d. Four



Being a Musician Is a Career

What do you want to do when you finish school? If you'd like to be a musician, you might have been told that it was an unrealistic goal. People who study medicine or law in school don't hear, "What are you going to do with that?" -- but people who study music often hear that question.

Here are some facts about working musicians and other jobs in the United States, from the U.S. Bureau of Labor Statistics:

<i>Quick Facts</i>	<i>Musicians</i>	<i>Engineers</i>	<i>Secretaries</i>	<i>Hairdressers</i>
2010 Median Hourly Pay	\$22.39	\$41.92	\$16.66	\$10.82
Entry-Level Education	High school	B.A.	High school	Licensure
On-the-job Training	Long-term	None	None	None
Number of Jobs	176,200	294,000	4,010,200	712,200
Job Outlook, 2010-20	10%	6%	12%	14%
Expected increase by 2020	17,900	17,600	492,900	100,900

Read the chart above and use the information to answer the questions below:

1. Do musicians make a good wage?
2. What kind of education do musicians need?
3. Do musicians learn while they work?
4. Are future prospects for musicians good?
5. Will there be more or fewer jobs for musicians in 2020?

Visit the Occupational Outlook Handbook at www.bls.gov/ooh and choose another job to compare with the four above. Use the information you find to complete the chart. Write an essay using one of the writing prompts below:

1. Which of the jobs in the completed chart is the best choice for you, and why?
2. All human societies have music. Does that make it important? Why or why not?
3. There are new jobs every year, careers which have never existed before. There are also many jobs which used to exist but no longer do. Professional musicians, however, have been around throughout history. What does that tell us about musicians?

Where Does Music Come From?

...from musical instruments!

Big and Small

Musical instruments come in all sizes! You can see a list of common sizes for musical instruments below.

1. Use a measuring tape to measure out the sizes of the instruments on paper and mark them.
2. Find out what each instrument looks like with an encyclopedia or a computer.
3. Put the ones that look similar together. Instruments come in families.
4. Write and draw the instruments in the boxes below to make a chart of instrument sizes.

Cello: 48"

Clarinet: 24"

Guitar: 39"

Bongos: 6"

Viola: 16"

Double bass: 82"

Snare drum: 14"

Ukelele: 20"

Timpani: 33"

Piccolo: 11"

Oboe: 25"

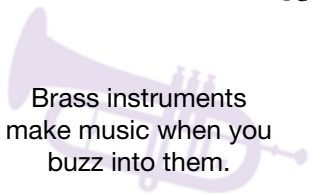
Steel guitar: 29"



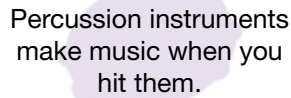
Violin 23"			
		Bass drum: 20"x18"	
	Flute: 22"		
			Bass guitar: 47"

Musical Families

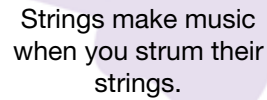
There are four main families of musical instruments.
You can tell them apart by the way they're played.



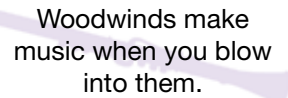
Brass instruments make music when you buzz into them.



Percussion instruments make music when you hit them.



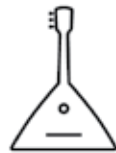
Strings make music when you strum their strings.



Woodwinds make music when you blow into them.

Here's a hands-on activity to help everyone understand the families.

1. Use paper to label the four corners of the classroom with the four families of instruments.
2. Divide students into at least four groups.
3. Copy and cut apart the instruments below, making sure that each group has one of each.
4. Ask students to think of as many ways to sort the instruments as possible. Size, shape, sound, familiar vs. unfamiliar, materials, genre of music they often play – the goal is to get as many different sorts as possible.
5. Explain that musical instruments' official families are based on how they are played. Share the descriptions above and have students sort the instruments into families, using glue or tape to add their pictures to the family labels. See if everyone agrees. Were there any surprises (for example, a piano is a percussion instrument)?
6. If you have access to real instruments, let kids explore them and sort them into families, too.



Answers: piano-percussion, harp-string, balalaika-string, violin-string, guitar-string, cello-string, trumpet-brass, French horn-brass, tuba-brass, clarinet-wind, saxophone-wind, xylophone-percussion, triangle-percussion, tambourine-percussion, drums-percussion

How many musical instruments do you see in this picture? watch out -it's tricky!





The Anatomy of a Musical Instrument

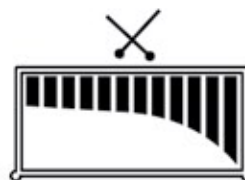
There are so many special words for different parts of instruments!

See if you can figure out what part each of the underlined words describes.

1. A fretboard can be found on a guitar, banjo, or a mandolin, but not a violin.
2. A violin has a scroll, but a guitar does not.
3. A head can be found on a drum or a banjo, but not a triangle or a xylophone.
4. Below its tailpiece and its saddle, a double bass has an endpin.
5. A cello has an endpin, but a triangle does not.
6. A bridge holds the strings on a balalaika or a lyre, a banjo or a guitar, but not on a harp.
7. A mandolin has a soundhole, but a banjo does not. A guitar does, and so does a balalaika.
8. A harp doesn't have a soundhole, but it does have a soundbox.
9. A guitar has a rib, a heel, a body, and a neck, but no arms.
10. A double bass has a neck, a body, a belly, and shoulders.



Can you use the clues above to label the parts of the double bass in the picture on the left?



Where Does Music Come From? ...from many times and places!



Percussion Instrument Building

Perhaps the oldest and most widespread family of musical instruments is the percussion family. Percussion instruments can be found all over the world, and the oldest ones ever found are thousands of years old. It is likely that even before the first drums were made, people used their hands and feet to clap and beat out rhythms.

You can make percussion instruments in your classroom! Here are easy to make instruments from every continent. Actually, you will find each type of instrument in many different places, but we have chosen one characteristic instrument to represent each continent. If possible, let students research the instrument they've chosen and see how the originals look. The instruments will not sound authentic, but they'll be lots of fun.

The Americas - the Rasp

A rasp is a percussion instrument popular in both North and South America. The Latin American guiro is traditionally made from a gourd with lines carved down the sides. The Hopi of the Southwestern United States use a rasp called a scraping stick, usually made of wood carved with notches and painted with decorative designs. In Mexico, there is a long tradition of carving rasps from wood, creating the instruments in the shape of animals like frogs or crickets (they kind of sound like a rasp!).



For each student, you'll need these materials:

- One six inch strip of Bordette or other ridged cardboard
- A craft stick
- Assorted art supplies

Have students decorate the Bordette and craft stick. The rasp is played by drawing the stick across the ridges of the Bordette.



Asia - the Gong

A gong is like a metal drum. The traditional gong is a flat or rounded piece of metal which often hangs from a string or chain. It is struck with a stick to make sounds. Gongs can be very small or bigger than a person. A flat Chinese gong called a tam-tam can be found in Western symphony orchestras. The kulintang of the Philippines is a set of bossed gongs laid out like a xylophone and played with sticks. In Laos, the khong noi (small gong) or khong nyai (big gong) are flat bossed gongs with a rim – they might look like a trash can lid to students.

For each student, you'll need these materials:

- A foil pie plate or foil tart pan
- String
- Pencil with an eraser
- Markers



You'll also need a hole punch.

Let students decorate their gongs. They can change the shape of the pie plate or pan to change the sound. Punch a hole and push a length of string through the hole. Tie the ends of the string together so students can hang the gong by tying a length of string through the hole. Students can strike the gong with the eraser end of the pencil.



Africa - the Drum

Drums are found all over the world, but Africa has some very special kinds. Ezra likes the djembe, a tall drum that has a bowl-shaped top on a cone-shaped body. Djembe drums are very popular in West Africa. Angola has traditional chokwe drums shaped like barbells with heads on each end and carved middles with handles. Slit drums from the Democratic Republic of the Congo are carved into human or animal shapes so that they look like hollow statues.

For each student, you'll need these materials:

- An empty oatmeal carton or other cylindrical box
- Construction paper
- Glue
- Art supplies

African drums are often very highly decorated. Have students create drawings on construction paper. Wrap the paper around the carton and glue it on. Students can play the drums with their hands.

Europe - the Bell

Bells have been used as musical instruments for centuries. The huge cathedral bells of France have ropes that are pulled by bell ringers in different patterns, while the carillons, made of many bells together, are played with a keyboard. In England, hand bells are tuned bells with handles used to play tunes. In Switzerland, cows traditionally wear bells, and the same bells are used to play tunes.



For each student, you'll need these materials:

- A small clay flowerpot with a hole in the bottom
- String
- A large wooden bead
- Assorted art supplies

Have students thread string through the hole in the flowerpot, through the bead, and back through the hole in the flowerpot. Tie the string, leaving a large loop. Students can put their hands through the loop of string and swing the bell to get a sound.

Australia - the Clapstick

Clapsticks, or claves, are simply two sticks clapped together to make a sharp noise. In Australia, they're usually made of wood with pointed or rounded ends, and are decorated with traditional designs or with bands of color.

For each student, you'll need these materials:

- Two 8" lengths of thick dowel or PVC pipe
- Markers or paint to decorate

Virtually any stick, from actual sticks picked up on the ground to wooden spoon handles to unsharpened pencils, can be used for claves. However, thicker claves are louder, easier to play, and safer. Let student decorate their claves and then strike one with the other to make a sharp sound.

Once you've made your instruments, practice beating out patterns. Sound a pattern and have students echo the pattern you created. Start with simple patterns:

- 1-2-3-4
- 1-pause-3-4
- 1-pause-3-pause

Work up to more complicated patterns:

- 1-and-2-and-3-4
- 1-2-and-pause-pause
- 1-2-3-1-2-3-pause-2-3-1-2-3



Then have students take turns being the leader. The leader can create the pattern and other students echo it. See how long a pattern your class can echo.

Play recordings of Trout Fishing in America and let students keep the beat with their percussion instruments. Ask them to listen for the percussion instruments and play along, or create their own sounds.

Trout Fishing has many catchy songs, but here are a few that are especially great for percussion playalongs:

- "Zoo Wacky Zoo" (from Rubber Baby Buggy Bumpers)
- "My Hair Had a Party Last Night"
(from Family Music Party)
- "Martin Luther King and Rosa Parks"
(from Big Round World)
- "When I Was a Dinosaur" (from Big Trouble)

When and Where?

Make an interactive bulletin board with your class to get a clear idea of how music has permeated the human experience all over the world and throughout human history and prehistory.

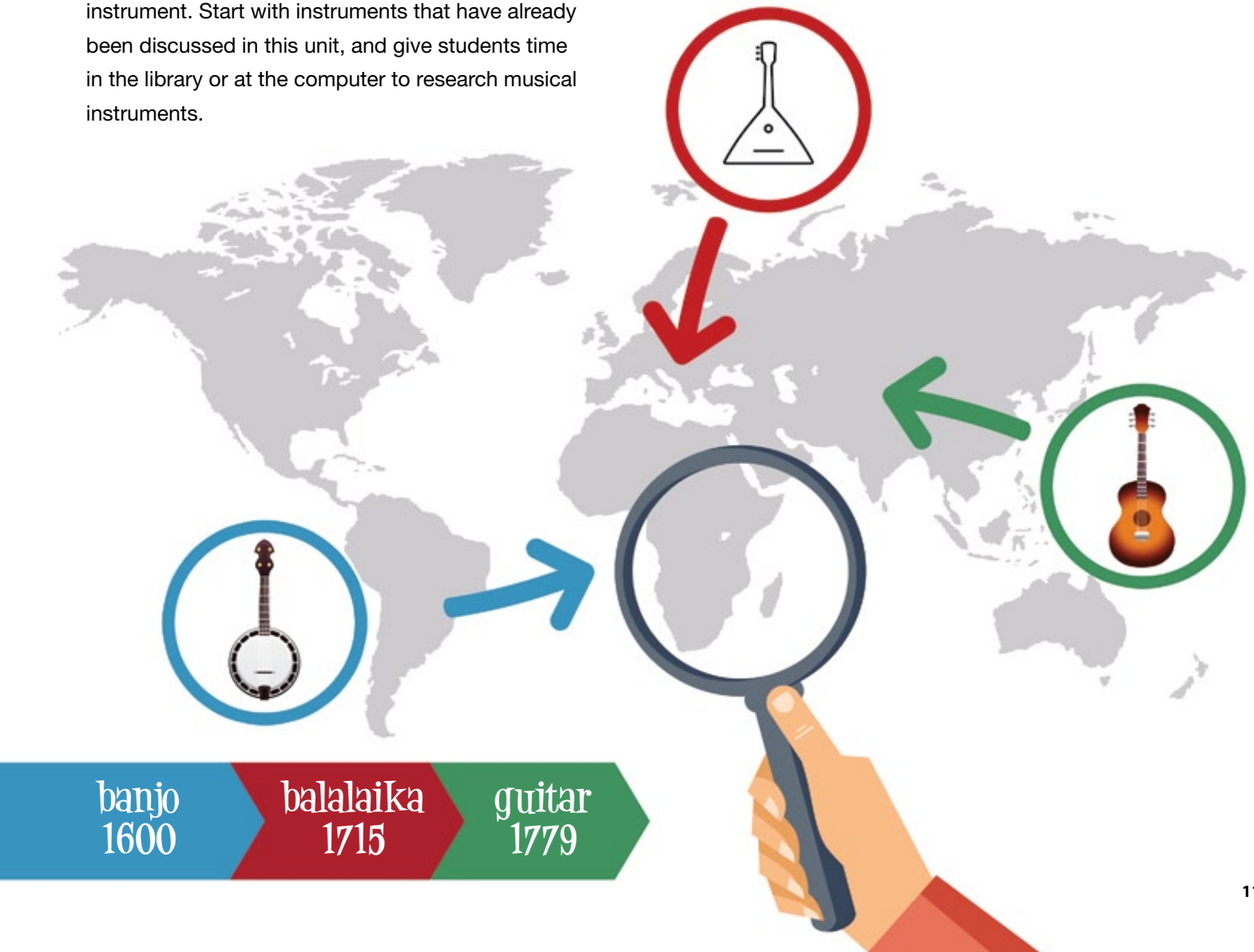
Begin by putting a world map on the bulletin board. Add a timeline to the bottom of the board. Ask students where they think music comes from. Ask when musical instruments were invented. Once you have some guesses from the class, suggest that you research the answers.

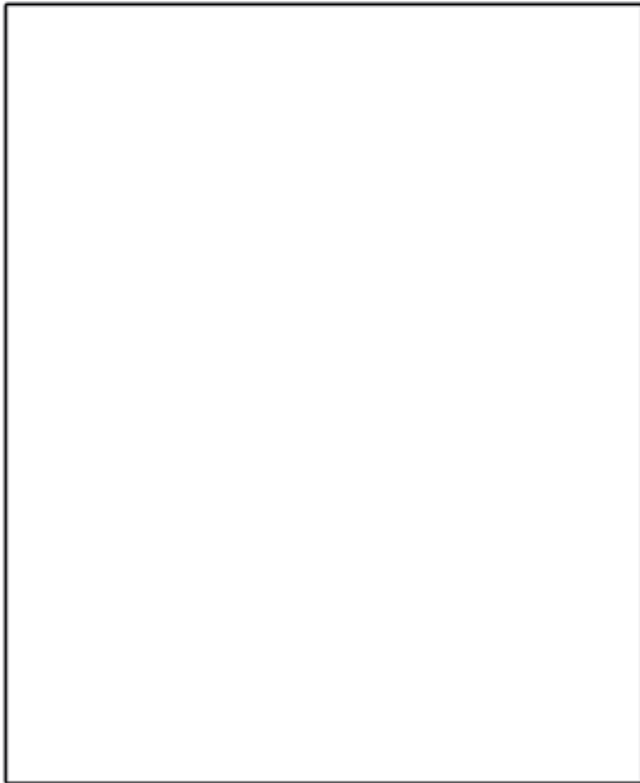
Have students create instrument cards using the reproducible forms below. Challenge students to make as many different instrument cards as possible and not to duplicate any – one card for each instrument. Start with instruments that have already been discussed in this unit, and give students time in the library or at the computer to research musical instruments.

Once you have a good collection of instrument cards, add them to the bulletin board. With younger students, you'll need to model this process.

Use the information from the previous page to identify percussion instruments found in various countries. Find the card for each instrument (or make them, if students have not made them already). Pin each card on the board and use a length of string and stapler to link the instrument to its country. Add the names and dates of the instruments to the timeline.

Then have each student choose an instrument card and do the same with it, linking it to the map and adding it to the timeline in the right place.





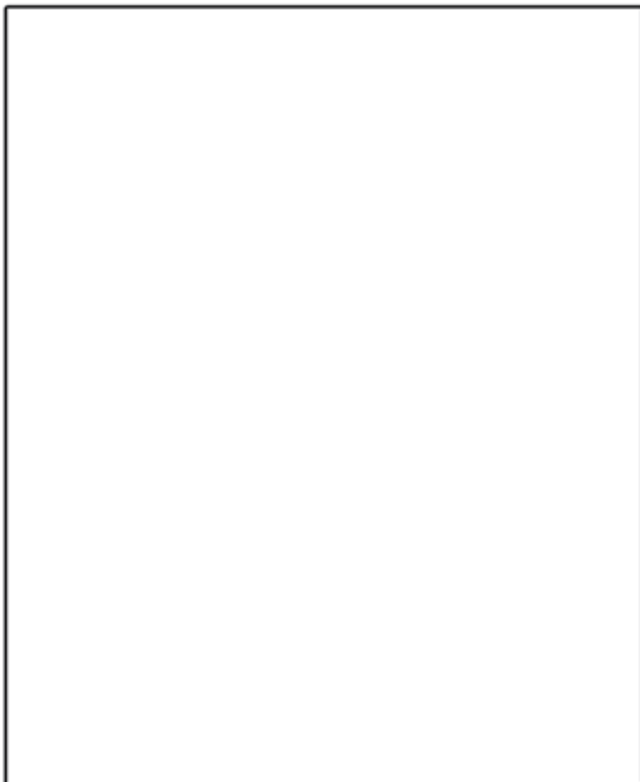
Draw instrument here

Name:

Country of origin:

Year invented:

Notes:



Draw instrument here

Name:

Country of origin:

Year invented:

Notes:

America's Musical Melting Pot

The United States has a rich culture, thanks to the many different people who came to America bringing their languages, arts, and traditions with them. If you did the research activity on the previous page, identify some instruments that are used in American music and notice their origins.

Continue with a discussion-based critical thinking activity that encourages students to explore the idea of America's musical melting pot. This activity requires internet access.

Ask students to name some styles of American music and list them on the board or on chart paper. Here's a list of possibilities to get you started:

Shaker music

Jazz

Zydeco

Bluegrass

American folk music

Spirituals

Rock and roll

Hip hop

Ragtime

Punk

Disco

Country Western

Rhythm and blues

Barbershop singing

Shape note music

Gospel music

Blues

Klezmer (jazz influenced)



Divide students into groups and divide the list among the groups. Ask students to find an example of the style of music their group is researching and to play it for the class. (Lastfm.com or YouTube.com are websites which make this easy.) If students are correct, allow them to return to their groups and listen to further examples.

Students should also research the musical style they're working with either online or in reference works on music. Ask students to identify the cultural heritage of the style of music they're researching. For example, American spirituals were influenced by African musical traditions brought to the United States by slaves, while bluegrass music was influenced by the musical traditions of immigrants from the British Isles.

Challenge each group to answer the question, "How can you tell this is ____?" about their chosen style of music. Each group should create a list of characteristics that let them say, "This is disco" or "This is jazz."

Examples of characteristics to include:

- Typical instruments used in this type of music
- The kinds of stories told or the types of words used
- Is the beat steady or irregular, fast or slow?
- How many singers are there? Are there harmonies?

Listen to Trout Fishing in America songs and see whether students can identify the influences of these characteristic American music styles. For example, "Day Care Blues" is clearly an example of blues style music. It has a steady beat, a repetitive tune with plenty of improvisation by the musicians, and words that tell about unhappy feelings.

Move on to less obvious choices, listening for the zydeco influence in "Zoo Wacky Zoo" or the folk music sound of "Chicken Joe."

Ask each group to present to the class on their chosen style of music, sharing what they've learned. Some points you might ask students to cover in their presentations:

- The cultural or geographic heritage of the style
- The region of the United States where the style began
- The time period when the style began or was most popular
- Other musical styles which influenced this style
- Characteristics of the style

Complete the study by assigning students an essay to write individually. Ask each student to write about his or her favorite genre of music – or favorite musical artist or group -- and how it has been influenced by other musical genres.

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...from a
creative
process!



Singing Some Math

A great song can include math. Listen to “18 Wheels on a Big Rig” as performed by Trout Fishing in America and sing along!

Oh, there’s 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 wheels on a big rig!

Oh, there’s 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 wheels on a big rig, and they’re rollin’, rollin’, rollin’, rollin’, rollin’.

“Mighty fine, good buddy! Let’s back the big rig up!”

Oh, there’s 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 wheels on a big rig.

“Now let’s count just the even numbered wheels!”

*Oh, there’s 2 4 6 8 10 12 14 16 18 wheels
on a big rig, and they’re rollin’, rollin’, rollin’, rollin’, rollin’, rollin’.*

“Let’s count just the odd numbered wheels.”

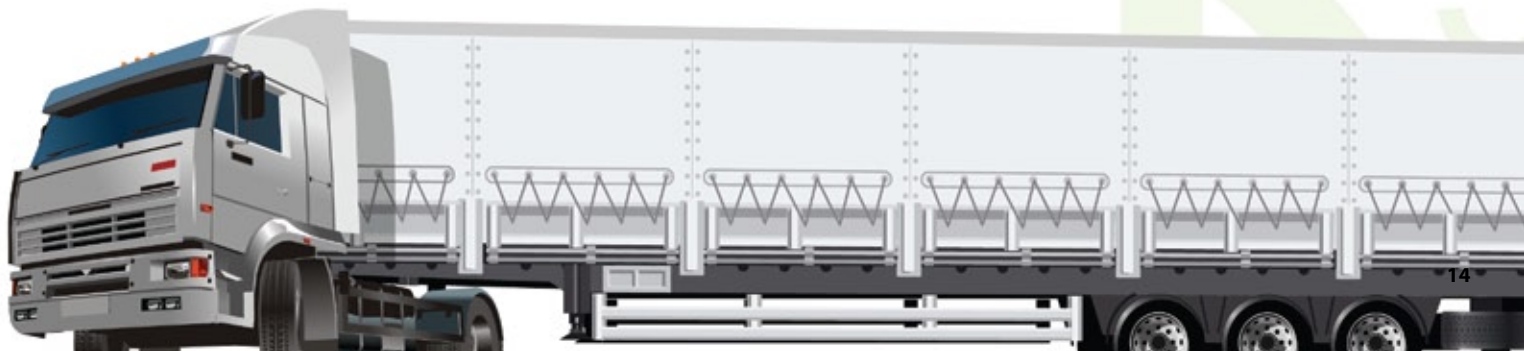
Oh, there’s 1 3 5 7 9 11 13 15 17 wheels on a big rig!

“Okay, if you’re so smart, try singing them in roman numerals.”

*Oh, there’s I II III IV V VI VII VIII IX X XI
XII XIII XIV XV XVI XVII XVIII wheels on a big rig, and they’re rollin’, rollin’, rollin’, rollin’, rollin’, rollin’.*

“I will now attempt to divide the wheels of a big rig by pi.”

*Oh, there’s 3.143125679 -11... million wheels on a big rig,
and they’re rollin’, rollin’, rollin’, rollin’, rollin’, rollin’!*

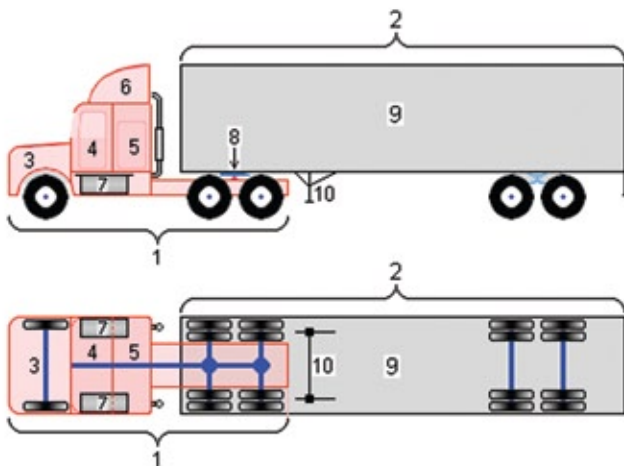


Use this process:

1. First, just listen and enjoy.
2. Play the song again and try to sing along.
3. Give each student a number card (there can be multiple 1s, 2s, etc.). Sing the first verse slowly and have each student hold up his or her card as the number comes up. Keep trying till you get it right!
4. Next, count backwards and have each student hold up the number in turn.
5. Count by 2s starting with the number 2, singing and holding up just the even numbers.
6. Skip count by 2s again, starting with 1, to sing and hold up just the odd numbers.
7. Add Roman numerals to the cards. Point out that the Roman numeral III is actually pronounced “three,” but in the song, Keith sings the names of the letters.
8. Listen to the song again, having students hold up their cards when they hear their numbers, including Roman numerals.
9. Have you studied pi yet? Ezra is singing pi in the last verse, but he loses track. Challenge students to identify the point at which he loses his place.
10. Can you count the wheels on an 18 wheeler by 3s? How about by 4s? Try it slowly, using the number cards first to count by 2s, then by 3s, and then by 4s. Ask older students to figure out the rule!



Look at an 18-wheeler out the window or in the parking lot, or look at a picture of an 18-wheeler like the one above. If students count the wheels, they might not count all 18 wheels. That's because the two front wheels on the cab are single wheels, but the other wheels are in pairs. We can see four wheels on the side of the truck body, and we know there are four wheels on the other side, but each of those wheels is really a pair of wheels, so there are eight more wheels inside which we cannot see.



Trout Fishing in America has another math song: “Six” from the album My World. Visit the Trout Fishing in America website for a study guide for this song:

<http://www.troutmusic.com/for-educators/lesson-plans/six-from-trout-fishing-in-america-lesson-plans/>

Creating Tongue Twisters

Listen to the song “Rubber Baby Buggy Bumpers” by Trout Fishing in America or watch the video at the Trout Fishing website at www.troutmusic.com or <http://youtu.be/qWkSSLnUzQk>. In addition to the familiar tongue twister in the title, the song includes lots of other tongue twisters. Try saying these three hard ones:

- Seven slippery snakes slowly slithering southwards.
- Three gray geese in the green grass graze.
- Which wrist watches are Swiss wrist watches?

The key to a tongue twister is having many similar sounds in one sentence or phrase. One such phrase in the song is “hippo hiccups.” Write “hippo” on one word card and “hiccups” on another. Place the word cards together in a pocket chart. Change out “hippo” with other animal names:

- Hamster
- Dog
- Cat

Each time ask students, “Is this a good tongue twister?” The class should agree that “Hippo hiccups” and “Hamster hiccups” are tongue twisters, but the others are not.

Now change out “hiccups” for “coughs” and “yawns.” The class should agree that these are not tongue twisters. If your students are ready for it, talk about whether “Hippo hugs” is as hard to say without tangling your tongue as “Hippo hiccups.”

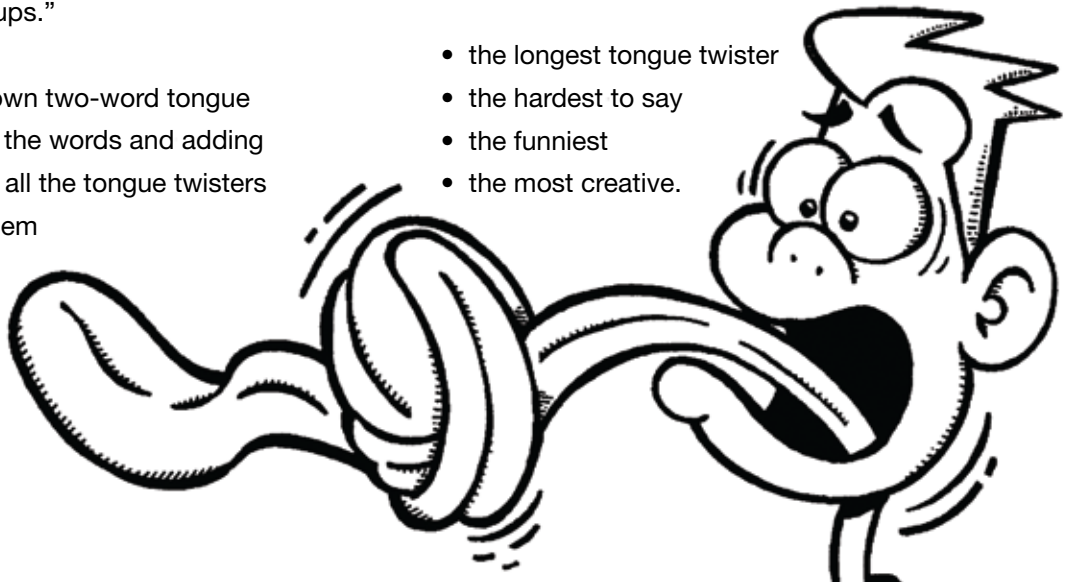
Have students create their own two-word tongue twisters, writing or dictating the words and adding their own illustrations. Read all the tongue twisters and have students repeat them – three times fast.



Was that easy? Work on three word tongue twisters. Notice that the examples at the top of the page are all six word tongue twisters (they have some extra words to make good sentences). Challenge students to make the longest tongue twisters they can. Remind students that a good tongue twister makes sense as a phrase or a sentence!

Display the tongue twisters on a bulletin board or wall space. Award prizes

- the longest tongue twister
- the hardest to say
- the funniest
- the most creative.



"My Hair Had a Party": What Makes It Poetry?

"My Hair Had a Party Last Night" is a song by Trout Fishing in America. Listen to it and then analyze the lyrics as a poem.

My Hair Had a Party Last Night

Refrain:

*My hair had a party last night,
It must have got into a terrible fight,
Cause when my head hit the pillow it was lookin' all right,
My hair had a party last night.
My hair had a party last night,
When I lay down everything was all right,
It started out friendly but there must have been a fight,
My hair had a party last night.*

*Early in the morning, I get out of my bed,
The birdies are singing outside.
There's waffles on the table and a cold glass of milk,
I got a warm, happy feeling inside.
I can't wait to go to school and I love myself,
I'm the captain of the football team.
The alarm goes off and I hear mom yelling,
And I realize it must have been a dream.*

Refrain

*I pick up a brush, pick up a comb,
I look at the scissors but I leave them alone.
There's a lizard that lives in the rocks by the sea,
This morning that lizard looks a lot like me.
I try to wet it down but it only makes it worse,
The cowlick in the back is a family curse.
I pick up a cap and I put it on my head,
And wish I was dreaming back in my warm bed.*

Refrain

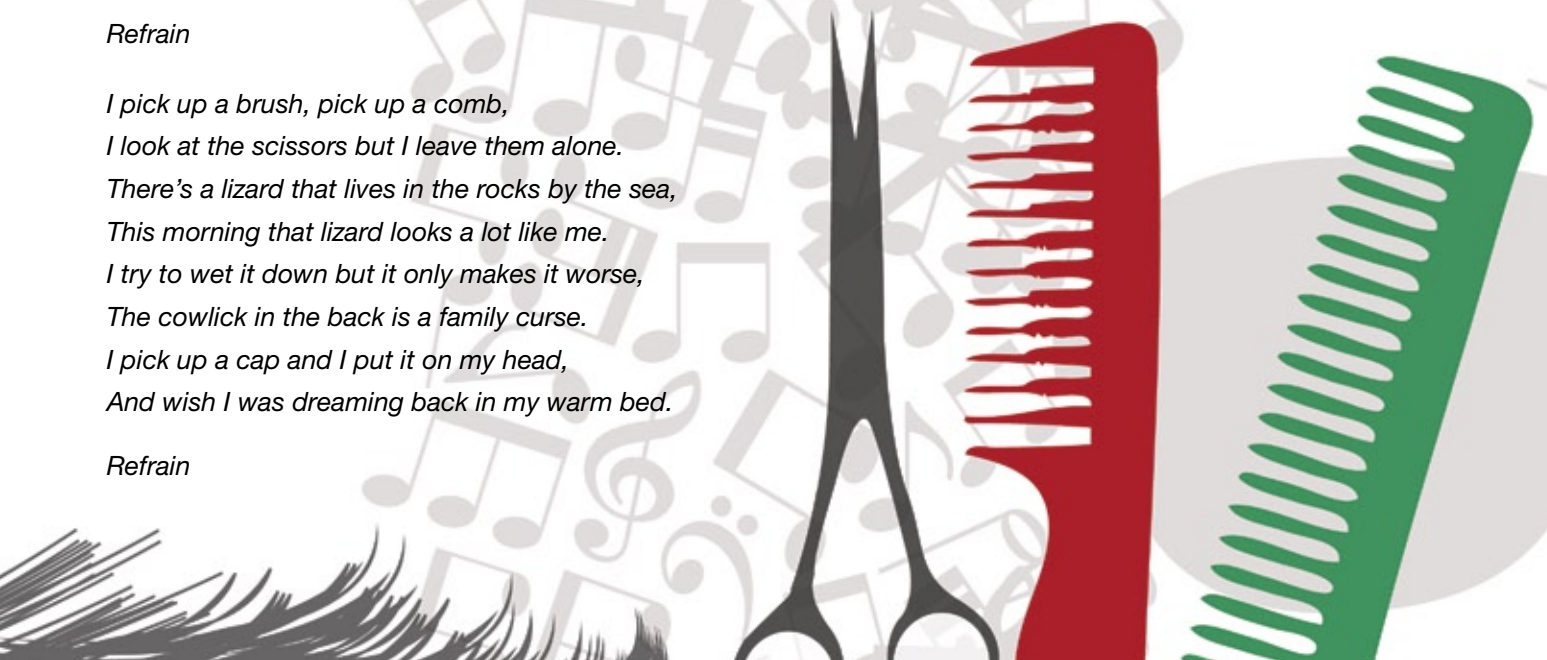
The words to this song by Trout Fishing in America make up a poem. When we read or listen to it, we understand that the real world situation being described is a bad hair day – but we get the idea in a more powerful way than we would if we just saw a picture or heard that simple phrase.

Compare these two sentences:

- a. My hair had a party last night.
- b. My hair is a mess this morning.

Both refer to the same real-world situation, but one says it in a simple and obvious way, while the other says it in a more interesting way.

What happens when we hear "My hair had a party last night"? We think of experiences we've had. Maybe your brother gets up with his hair sticking up and it makes you laugh. Maybe you've gotten up with hair so messy that it doesn't seem to belong to the head that had a restful sleep. The feelings that belong to hair having a party join the idea of messy hair and create a stronger image in our minds than "My hair is a mess this morning."



Look more closely at the poem to understand how it is different from prose.

1. Rewrite the following sentences in simple, obvious words:

a. "I can't wait to go to school and I love myself, I'm the captain of the football team."

b. "There's a lizard that lives in the rocks by the sea; this morning that lizard looks a lot like me."

2. List three pairs of rhyming words from the poem:

3. Clap as you listen to, sing, or read aloud the refrain from the poem. Do the same as you read your sentences from question 1. Does the rhythm of the poem make a difference to the feeling of the poem? Explain:

4. The poem tells a story. Write the events, the things that actually happened to the narrator:

5. Now tell the feelings of the narrator:

Use what you've discovered about the way a poem is different from prose to write a poem about a simple experience in your own life.

Where Does Music Come From? ...from the heart



Sad music, mad music, happy music, Snappy music

Make Feelings Puppets first. Each puppet requires the following materials:

- Craft stick or ice cream spoon
- Glue or Glue Dot
- Circle of construction paper
- Art supplies for drawing a face

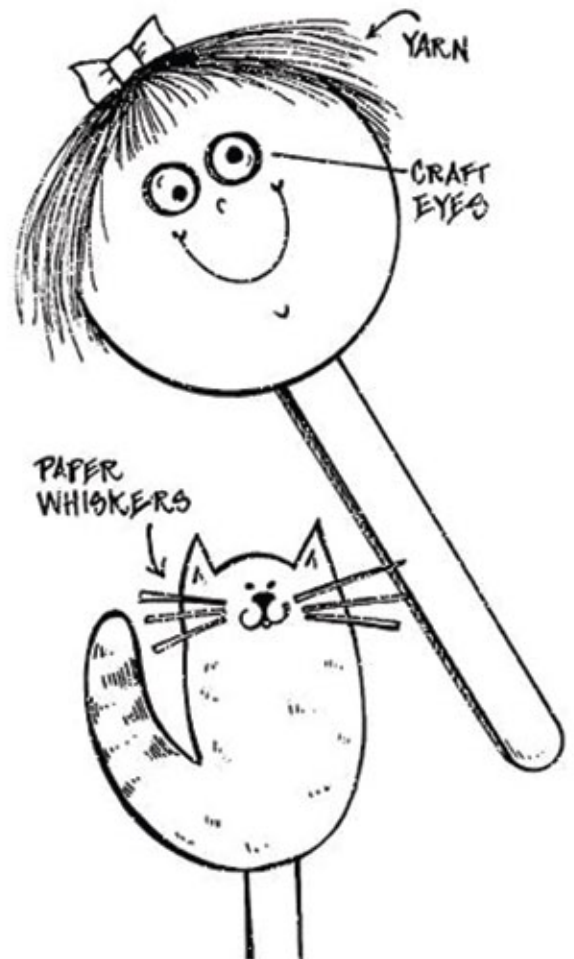


Let students make several different puppets. Have students draw a face on each circle, showing a different emotion. They should end up with a sad face and a happy face, and you might also add an angry face, an excited face, or a worried face.

Glue faces to sticks and allow to dry as needed. Practice using the puppets. Have students raise the puppet that shows the emotion you express in sentences like, “I’m so happy today!” or “We’re having my favorite food for lunch today!” Once students have gotten a clear idea of how to use the puppets, play some of the songs listed below (or your favorite Trout Fishing in America songs) and have students use their Feelings Puppets to show the emotions expressed in the songs.

- Creepy Dead Bug
- Zoo Wacky Zoo
- It’s Not Mud
- Big Round World
- Snow is Falling
- I Got a Cheese Log
- Big Trouble

Depending on the age of your students, you might be able to identify some things that make music sound happy or sad besides the words, such as the tempo of the music or major and minor keys.



Infographing Trout Fishing in America

Ezra Idlet, the tall half of Trout Fishing in America, says he has a great life. "I get to spend every day doing what I love and working with my best friend," he explains. The fun and happiness of Trout Fishing in America comes through in their music. One of their songs expresses this feeling clearly in its lyrics:

When you're lookin' at me, you're lookin' at lucky,
I'm the luckiest guy alive, I do believe.
When you're lookin' at me, you're lookin' at happy,
Smile so wide I can barely see.



There are some facts that might make us agree that Trout Fishing in America contains a couple of lucky guys. For example, they have been nominated for Grammy awards four times. They have performed in every state in the Union. One of their CDs went to space with an astronaut. We can take those facts and create a simple infographic that shows that they're lucky (or maybe that they're talented and they work hard).

Trout Fishing in America:
When you're lookin' at
them, you're lookin'
at lucky!



Challenge students to create infographics about Trout Fishing in America that show something they'd like to share about the band.



What's an infographic?

An infographic is different from an ordinary chart or graph in several ways:

- The look of the infographic is part of its meaning; it uses colors, images, and words to show the feelings the maker has about the information. A bar graph about music might use a stack of musical notes as a bar, or a background of musical staffs.
- It might include information from and in more than one kind of graph or chart. There might be a pie chart, a bar graph, and a list of facts in one infographic.
- An infographic is designed to make it fast and easy to understand the main idea. Any graph or chart can help make information easier to grasp, but some charts and graphs are complicated and take a lot of work to understand. An infographic makes a point efficiently.

How to make an infographic

Have students look at examples of infographics (try searching “music infographics” at Pinterest if your textbooks don’t contain good examples). Have them gather information about the band from these materials, from the band’s website at www.TroutMusic.com, or from Wikipedia. Students should then decide what point they want to make about the band.

Once students have decided on the conclusion they want to support, they should organize the information they’ve gathered. They might have facts that would fit well into a pie chart, a line graph, or another type of graphic organizer. They might need more than one type of graphic organizer to make their information very clear.

Point out that up to this point, the process of making an infographic is just about the same as the process for writing a paper: research, draw a conclusion, organize support for the conclusion. At this point, though, students will need to figure out the best way to present their information in a visual form. They will need to use words, but the emphasis should be on efficient use of text – saying as much as possible with the fewest possible words.

Depending on the resources available, students can create their infographics on paper or with computers. If they use computers, consider using tools like Piktochart or Infogr.am, or graphics programs like MSPaint.

If using paper, students should draw or print out illustrations for their projects. Then they can put the information together into an infographic with scissors and glue, or plan and design their infographic by hand.

Science Says Music Makes Us Feel Good...and Smart, Too

You might have had the experience of feeling so happy you wanted to sing. That might even be how music began.

But scientists now know that music affects the brain in some special ways.

First, music (and especially singing) changes some chemicals in the brain. When people sing, their brains contain more of a chemical called oxytocin. This chemical is connected with mother and baby relationships, with social bonding of groups, and may even be associated with love. It has been found to help injuries heal faster, and in experiments it increased trusting and generous behavior.

Other chemicals are triggered in the brain by music, too. Scientific journals are full of studies showing that music can increase IgA, a chemical associated with a stronger immune system, and with serotonin, epinephrine, and other chemicals that are associated with happiness. Music reduces the chemical cortisol, which makes people feel anxious, as well as anti-anxiety drugs.

So music makes us feel happier and healthier, and it might make us behave more generously and kindly, too. There is also evidence that studying music and making music can help us concentrate and learn. When you're planning your schedule of classes, think about including some time for music – you might get more from it than you expect!

1. List three chemicals in the brain that are increased by music:

2. Name a chemical that is decreased by music. What does it do?

3. "Immune system" probably means

¹ The World in Six Songs, by Daniel Levitin, contains a good bibliography of music/brain research.



Grade level

Activity

Math

Science

K-3

Same and different



5.I.1.4- 5
5.I.1.9

4.I.2.1- 2
4.III.7.1

Big and small



2.II.2.4- 6
5.II.4.1
1.MD.1.

4.I.2.1- 2
4.III.7.1
8.I-II.1

Building percussion instruments



Creating tongue twisters



Sad music, mad music, happy music, snappy music



4th -6th

The Trout Fishing in America story



Musical families



8.K.1-2
8.I.1

Mapping musical instruments/ creating a timeline



Singing some math



Mathematics 3.II.9.1-9

Infographing Trout Fishing in America



Middle School

Being a Musician Is a Career



6.NS.7.b.

The Anatomy of an Instrument



America's Musical Melting Pot



"My Hair Had a Party": What Makes It Poetry?



Science Says Music Makes Us Feel Good... and Smart, Too



Science 12.III.7-8,
Health standard 4

Social Studies

Language

The Arts

Life Skills

Behavioral Studies Standard 1 Historical Understanding standard 1	RI.K-3.3. SL.K-3.1. W.K-3.2.	Visual Arts 1.II.3.2 2.II.1.1	Thinking & Reasoning 3.I.1- 3 3.II.1- 3
	RI.1.7. SL.1.5.		Thinking & Reasoning 3.I.1- 3 3.II.2- 3
Behavioral Studies 2.II.7.4 Geography Standard 2 History 6.II.1 and 2; 7.I.3.1-6	W.K-3.7.	Music 2.II.1.5; 2.II.2.1,5	Life Work 1.I
	Language Arts standard 1 R5.I.9	Music 4.I.1; 4.II.1,2; Art Connections 1.II.1.2,3	
		Visual Arts 2.II.2.1-10 Music standard 6	
	standard 7 RI.4-6.2.		
	standard 7 standard 9	Music 7.II.1; 6.II.2.3	
Historical Understanding 1.III.2 Geography 1.III.7.1- 5		Music standard 7 6.II.1 7.III.1.1-7	Working with Others standard 1
		Music standard 1	Working with Others standard 1
Visual Arts 1.I.1-2	RI.4-6.7. Language Arts standard 1		
	RI.6-8.2. W.6-8.1. Language Arts standard 1	Music 7.II.3.4-6	
	RI.6-8.4.	Music 7.II.1; 6.II.2.3	
Behavioral Studies 2.II.7.4 Geography Standard 10	RI.6-8.7. SL.6-8.1.	Music 7.III.1-3	Working with Others standard 1
	6.II.2.19 – 20 6.III.2.19 - 20 Language Arts standard 1		
	RI.6-8.2. RI.6-8.4.		



A Study Guide for the Music of
Trout Fishing in America

www.troutmusic.com