

Original Paper

African Children's Songs: A Legendary Teaching Tool

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Abstract

This paper presents a multicultural perspective of the historical and legendary analysis of African American children's songs highlighting the important interpersonal familial relationships that have been noted teaching tools for African American children. The data includes multiple songs that have been used for generations to teach children values, history and cultural experiences with life enhancing strength and determination.

These diverse experiences are characterized by historical practices that called for African American families to find multimodal means of teaching their children when it was against the law for African Americans to learn to read or to become educated.

This research reveals that at various stages in the lives of African American children, parents and extended family members found ways to culturally educate their children. This was done through use of historical and generational African American songs and games. They have been instrumental in providing hope of a better life for those who were oppressed and often denied some of life's inalienable rights.

Teachers at all grade levels including ESL and Special Education could enhance children's learning through use of multimodal thinking and learning activities.

Keywords

Multicultural, songs, African American, games, interpersonal

1. Introduction

All across the United States, there are increasingly more requests to respond to diversity and multicultural challenges of understanding aesthetically diverse teaching strategies to use in schools today. Teacher preparation programs as well as practicing field-based teachers have responded by trying to find additional cultural, ethnic and racial experiences to include in an ever-changing school environment. Expressions of the need to add curricula that includes social justice as well as having a

multicultural education focus have become critical (Cochran-Smith & Zeichner, 2005). With the disproportionate number of African American children who are not faring well in America's schools, children's rich heritage and cultural experiences must become an integral part of the teaching -learning process.

Geneva (2010) states that CRP is "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches *to and through* the strengths of these students" (p. 31). This definition is important to this paper because teachers and others who play critical roles in the lives of children should read books such as *Culturally Responsive Teaching* (2010).

An individual's perceptions about race and culture are constructed from birth and are reinforced in everyday actions, communication, media representation, news coverage, movie/TV roles, and other influences where images of African Americans are shaped and solidified through repetition of images. Thus, many African American children very early in their lives find that the images of and about themselves decrease or disappear. Some share stories about an African American baby who learned how to dance before walking or who steered another infant to it's mother of the same race. While the sequence of these processes may seem to vary from the typical, many attribute it to the musical songs, games and sounds that were a natural part of the child's life prenatally.

There are those who say they are "colorblind", but are there such actions? Are we perpetuating racism by not acknowledging the race and culture of children? (Pollack, 2004, p. 4) If there is to be the belief of "colorblindness", how is it that teachers are going to understand the diverse needs of students of variant races, ethnicities and linguistics? Is "colorblindness" a myth or reality?

Understanding various learning styles of children and having the ability to use various strategies to effectively teach them are critical when we look at closing the achievement gap among African American students and others.

Jerlean (2013) states in "Globalization: Transporting NAEYC's Brand of Quality", states "It is very seductive to think of one's own set of experiences and one's own worldview as the right way- the one way to move through life".

Thus when we look closer at including African American children's songs into our curriculum as a means of inclusivity rather than exclusivity, we are attempting to help them grow and develop positively. Thus, "How do we ensure that context—a child's family, community, culture, linguistic norms, social group, past experiences, and current circumstances-becomes part of our early childhood education DNA?" (Daniel, 2013, p. 51).

"Culturally responsive classrooms specifically acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform" (Montgomery, 2001, p. 4).

2. African American Songs—Culturally Sensitive Instructional Methods and Materials

As teachers self-assess their attitudes about culturally responsive curricula, they also need to “use a range of instructional methods and materials” (Bromley, 1998). If teachers provide positive experiences that are appropriate to the individual interests, needs, curricula and learning styles of students, there will be increased opportunities for success.

2.1 African American Children’s Songs

Many African American children played many games and sang songs that have been passed on for generations by adults and other children. There were many songs that were taught to older children and today are recognized as educational teaching tools. Many of the songs taught the alphabet, counting, cultural awareness and other curricula areas.

Songs were used to teach current events, citizenship, patriotism and other life-learning skills. Songs were often composed and written by artists such as William O. Bourne so that children could sing and send messages of support for the Union during strategic times such as during the Civil War.

2.2 African Songs, Chants and Games

The teaching of songs to children served many purposes in the African American family. With many of the stresses placed upon families during early times, many songs were taught to children while chores were being done or completion of master-assigned tasks. Songs were also taught to children during long travels. Families found the song “Bingo” to be entertaining for children. It also maintained their attention.

2.3 Nursery Rhymes

Nursery rhymes were sung and chanted with young children who were not yet old enough to read. Special rhyming books were used to help with teaching of early literacy skills. Songs that existed during early years in the oral tradition could be found in a book such as *Little Songs of Long Ago* by Alfred Moffatt (1912) years before they were actually written down.

Many nursery rhymes have been traditional in the teachings and are still valuable today. A very important part of the teachings of African American children are done through the passage and sharing of songs and games that become a daily part of children’s play and learning. The character “It” is a tradition that children have shared and passed on for generations. “It” is often the self-determined leader rather than singling out of any particular child.

2.4 African American Children’s Songs

Songs about holidays and religions were also taught in various settings. Christmas was one of the favorite times of year for many children. While there were religious songs there were also cultural ones like. “Santa Claus Go Straight to the Ghetto” by soul music singer, James Brown.

2.5 Traditional Folk Songs and Games

Songs that are sung internationally and have maintained tradition like “London Bridge Is Falling Down” was one of the popular ones during early time periods that were published and made available in writing. Many songs were spoken and sung, but never put into written form.

However children learn songs today through television, videos, radio, audio/video recordings as well as through other media.

2.6 Nonsense Songs and Poems

Nonsense songs in many forms are often entertaining and educational to children. Throughout research, it was found that parents and older children were often equally divided in their roles of teaching songs to children. Many songs were transitioned from poetry. Songs and poems deemed as nonsense were important tools in the teachings of African American children.

2.7 Playing the Dozens

“Playing the dozens” is an old tradition of making up rhymes that often speaks negatively of one’s mother. This can become a negative experience for those who are engaging if clear rules are not set before beginning. Some of the sayings may be offensive to the individuals or the observers. For example, “Your mama so fat until she looks like she ate a cat”. However, it was meant to be a creative means of humor.

2.8 Songs that Entertain and Tease

There are many songs that children play that are recognized, as the child is the first to be the leader or to play a leading role in games/songs. The leadership actions are a result of the children’s own efforts. Sometimes adults sing the songs and children create their own words within boundaries. Sometimes they are stopped or told that the song/game is inappropriate. It was not always made clear to children why a song might be inappropriate for them to sing. One article cited a student saying that he was reprimanded for singing the “Battle Hymn of the Republic”. Yet today, one must read and study children’s daily activities for clarity on appropriateness.

2.9 Racial Segregation and Songs

There were times when children would share among themselves songs that helped motivate them during times of racial segregation. While some may have felt that the song was offensive, it depended on the meaning to those who were segregated. Children who were living in racially segregated areas were not allowed to sing certain songs if parents feared for their safety. There were some songs that were given a different twist from those sung by the general population.

2.10 Early Years of African American Children Folklores

During the early 1930s and 1940s there was a growing interest in the songs and games sung and played by African American children. These were very different from those of other ethnic groups. Ethnographers were interested in taking a closer look at how children from the same ethnic group had so many similarities in their styles and approaches.

2.11 Appropriating Adult Songs and Adapting Them

It was found that children took songs that they heard adults sing and adapted them. It was easy for children to creatively take an adult song and make it theirs. For example, children all over the world played, “Skip to My Lou”. The “Cotton Picker’s” Song is another that was adapted from an adult cotton picker.

2.12 Children or Adult Songs?

There are many children's songs that are designed to also be liked by adults. Several adult artists have done renditions of children's music. Nina Simone is one of the adult professionals known for this (Winick, 2012).

2.13 Black History Month—A Time To Teach

Black History month is a special time for children to learn about the contributions of African American inventors, heroes and contributors to world history. Teaching about history through the use of songs and games is an effective approach for children of all ages.

The Song, *What Can One Little Person Do?* is one that is highly recommended because it highlights important civil rights leaders like Dr. Martin Luther King, Jr., Harriet Tubman and Rosa Parks.

Just Want to Sing Your Name is a song about Dr. Martin Luther King, Jr.

Children also love to read the book, *Dinner at Aunt Connie's House* because it is about African Americans that children are not usually introduced to through other media.

Table 1. Black History Month Songs to Use as Teaching Tools

Songs to Sing During Black History Month	Musical Artist		Children	Teachers/Parents
African Sing-alongs	Diana Colson		Children	Teachers/Parents
Aren't I A Woman (Sojourner Truth)	Jonathan Sprout	Read the book, Aren't I A Woman	Children	Teachers/Parents
Aiskatail of Africa	Coleen and Uncle Squaty	Select two African folktales to read-report to group	Children	Teachers/Parents
Che Che Kooley	Colleen and Uncle Squaty	Choose three Swahili words to create a title to a song	Children	Teachers/Parents
Free At Last	Linda Brown/Dr. Thomas Moore	Listen to Dr. King's speech, "Free At Last" Write a reflection	Children	Teachers/Parents
Freedom Riders Got to Ride	Vitamin L	Research "freedom riders" tell what contributions they made to Black History	Children	Teachers/Parents
Get on Board, Little Children		Make a list of five songs for children during the civil rights movement	Children	Teachers/Parents
Heads, Hearts and Hands (Mary McLeod Bethune)	Jonathan Sprout	Who was Mary McLeod Bethune?	Children	Teachers/Parents
I Have A Dream/This is our Moment	Barbara Klaskin Silberg	Write your own I Have A Dream Speech	Children	Teachers/Parents
Kye Kye Kule	Tickie Tune	Write a silly song using three of	Children	Teachers/Parents

	Typhoon		your favorite words		Teachers/Parents
Martin Luther King Jr.	Sharon Luanne Rivera		Brainstorm and write as many descriptions of Dr. King	Children	Teachers/Parents
Rise Up: Martin Luther King Day	Jack Hartmann		Design a Martin Luther King Clock	Children	Teachers/Parents
Rosa Parks, Roll On!	Maria Lewis		Create a picture using deodorant roll-ons	Children	Teachers/Parents
Swing Low, Sweet Chariot			Use popsicle sticks to create a chariot	Children	Teachers/Parents
Take A Ride Harriet Tubman	Jonathan Sprout		Create a tunnel using a variety of creative materials	Children	Teachers/Parents
A Tribute to Martin Luther King, Jr	Mary Miche		Write a tribute to a hero in your life	Children	Teachers/Parents
We've Got the Whole World in Our Hands			Create a rainbow and glue handprints on it	Children	Teachers/Parents
In A Life of Song	Ella Jenkins		Share one of your favorite childhood songs	Children	Teachers/Parents
He's Got the Whole World	Ella Jenkins		Make a collage of images of things seen in the world	Children	Teachers/Parents
I Have A Dream-musical	Craig A. Thompson	A.	As a class, plan and implement a musical of some of your favorite childhood songs	Children	Teachers/Parents

2.14 Historical-Contextual Factors

While it is important for children to learn about some specific African Americans, it is recommended that educators do a more thorough job of including overall contributions by and about African Americans.

Yes, it is definitely very important that they learn about history. Thus, children should be taught slave songs that are expressions of slave life. So teaching children a song like "Oh Mary Don't You Weep" will help give them a sense of some of the feelings and treatment about slavery.

Talking about racism and the Civil Rights Movement offers an opportunity to share some of the great songs from the 1950's and 1960's such as "We Shall Overcome". This song served as a uniting factor for all involved in the civil rights movement by holding hands as they joined in a circle and singing this very emotional song. Children and adults of different ages, races and ethnicities unite for a common cause.

2.15 African American Mothers-Extended Family Early Teachers

While there are limitations and sometimes no information available about games that African American children played. There are many testimonials that the children were taught songs and games as a means of survival, maintaining stamina and for their own personal outlet. Stories have been passed on for

generations when African American mothers passed on stories, songs and games to their children. They taught these so that they could recall their history and learn from their ancestors.

(Teacher Resource E-Newsletter Teaching Strategy: African American Games)

Even though enslaved children were expected to work as soon as they were physically able and mature enough to work, they also found time to play.

2.16 African American Games That Taught Unity

There were some African American games that caused children to work together. They developed teams of players while working. Interestingly, the children found that working to a rhythmic beat helped with endurance and survival during what seemed like long days. Their games also helped them to mathematically measure and pace their work and work schedules.

Many of the games that African American children played centuries ago as well as today seem to have African originations.

2.17 Africa: Place of the Origins of many African American Games

Two games of West African Origin, specifically, Ghana definitely are played to designated rhythmic beats and calls for coordination skills being developed. These skills were also beneficial in order to work as enslaved children in the United States as early as the eighteenth century.

SAE' SAE' BRAE WAH

(Each player needs a stick)

Directions:

Have players sit in a large circle on the ground (outside) or floor (inside). Give a stick to each player. Each player should place stick in front of him or her.

Have children recite the following words:

Sae' sae' brae wah a deisha (sa, sa, bray wah ah deesha)

(Students can practice until they feel positive about memorizing the words)

Start playing the game. Have children recite the words together as each player pick up his/her stick and places it in front of the player situated to the right. Keep repeating the same phrase and the rhythmic beat. Then as the children become more accustomed to the words and the rhythmic beats, practice increasing the speed of the movements and passing of the sticks.

Ikati and impuku

Instructions on how to play: (an African action chant)

- a) Children stand in a circle holding hands.
- b) Choose one child as ikati (the cat)
- c) Choose another child as impuku (the mouse).
- d) Ikati starts outside of the circle
- e) Impuku starts inside of the circle

Begin by ikati chasing impuku in and out of the circle by a weaving movement around each child. Once the chant ends, ikati and impuku choose a new ikati and impuku.

As the cat and mouse chase each other around, the children say:

“meow, meow”, meow, meow, meow”.

“meow, meow”, meow, meow, meow”.

2.18 Songs & Chants

Children repeated verses of songs after the leader in what is called, “Call and Response”. Today, this is still considered as a legendary teaching tool. Children practice “follow the leader” as a way of learning by listening, mimicking, repeating and responding to the leader. One that is recalled and still used today is:

A Piece of Pie

Leader: Oh my, I want a piece of pie

Children: Oh my, I want a piece of pie

Leader: The pie is too sweet

Children: The pie is too sweet

Leader: I want a piece of meat

Children: I want a piece of meat

Leader: The meat’s too brown

Children: The meat’s too brown

Leader: I’ve got to go to town

Children: I’ve got to go to town

Leader: The town’s too far

Children: The town’s too far

Leader: I’ve gotta catch a car

Children: I’ve gotta catch a car

Leader: The car had a wreck

Children: The car had a wreck

Leader: I nearly broke my neck

Children: I nearly broke my neck

Leader: My neck had a pain

Children: My neck had a pain

Leader: I’ve gotta catch a train

Children: I’ve gotta catch a train

Leader: The train is too slow

Children: The train is too slow

Leader: I nearly broke my toe

Children: I nearly broke my toe

Leader: No more pie!

Children: No more pie!

Vusi Drives the Kombi

Vusi Drives the Kombi (This Zulu chant is similar to what many children in the United States know as a favorite by Bill Martin's Brown Bear, Brown Bear, What Do You See?)

Vusi drives the kombi that takes us all Walking through Africa, what do I see I can see ikhozi looking at me.

This is a Zulu chant (repeat "I can see" _____ and add a new animal with each verse)

inyoka (een-yoh'-gkah) a snake

ufudu (oo-foo'-doo) a tortoise, /oo/ as in fool

indlovu (een-dloh'-voo) an elephant

ikhozi (ee-koh'zee) an eagle

American story related to the Zulu song:

Brown Bear, Brown Bear, what do you see?

I see a brown dog looking at me.

White cat

Blue bird

Yellow duck

A teacher

Songs about rain are popular in Africa as well as in the United States- it is a time of hope for African children wishing for rain to bring land blessings. In the United States children wish for the rain to go away so that they can go outside and play!

United States:

Rain, Rain Go Away

"Rain, rain go away,

Come again another day,

Little Johnny wants to play".

African Rain Songs:

Where Is the Rain?

The giraffe and the elephant went for a walk.

They stopped in some shade and started to talk;

"I wish it would rain," said the giraffe with a sigh.

"I'm tired of watching the clouds pass us by!"

"Yes," said the elephant, "Where is the rain?"

I wish I could eat fresh green leaves again.

The sun is so hot and the land is so dry;

When will the rain fall from the sky?"

Later in the day the sky turned grey,

The flying ants flew out to say,

"The rain is coming! We smell it in the air!"

And in the distance, thunder we hear!"

The giraffe and the elephant looked up at the sky
and heard the black eagle give forth his cry,

"The rain has come, the rivers will flow;

The dry season is over; now the green grass will grow!"

(This is a song that the children love to sing in Africa. Children learn at a very young age that the rivers depend on rain. Children notice some big, flying ants appear right before the big rainstorms.)

African Rain Song(2)

Imvula, Imvula

Chapha, chapha, chapha

Chapha,

chapha, chapha

Imanz'impahla yam'

Imanz'impahla yam'

Gqum, Gqum, Liyaduduma

Gqum, gqum, liyaduduma

Imanz'impahla yam'

Imanz'impahla yam'

English translation:

"It's raining, it's raining

Chapx

My clothes are getting wet!

Here is another African call and response chant:

Leader: Impuka nekati

Children: Impuka nekati

Leader: Impuka nekati ziyawalegana

Children: Impuka nekati ziyawalegana

Leader: Zithi nyawu, nyawu, zithi, nyawu, nyawu

Children: Zithi nyawu, nyawu, zithi, nyawu, nyawu

Mbube, Mbube (Zulu word for lion)

(This is an African game that is similar to many circle games played by children in the United States)

Instructions:

Players form a circle

Choose a lion and an impala before the game begins

Blindfold the lion and impala, then spin them around

The other players of the game and in the circle begin by calling the lion, "mbube, mbube!"

The closer the impala gets to the lion, the faster the children chant. Also if the lion becomes further away from the impala, then the tempo of the chant decreases in volume and number of times sung.

If the lion is not successful at catching the impala within about a minute, then a new lion is chosen. The game continues until the children decide to end it.

Lions Roar (This song can be used to help children learn how to decipher the actions of the various animals)

Lions roar, eagles soar,

(Ask children: Lions _____?)

Eagles _____?

Leopards growl, cheetahs prowls,

Leopards _____?

Cheetahs _____?

Snakes slide, eagles glide,

Snakes _____?

Eagles _____?

Lizards crawl, jackals call,

Lizards _____?

Jackals _____?

Monkeys leap, snails creep,

Monkeys _____?

Snails _____?

Ants heap, fledgelings cheep,

Ants _____?

Fledgelings _____?

Birds sing, wasps sting,

Birds _____?

Pathers stalk, people talk.

Pathers _____?

People _____?

Chart II. Songs and Types and Teaching Tools:

Table 2. Title Songs to Use as Teaching Tools

Songs	Song Types	Teaching Tools	Audience 1	Audience 2
If You're Happy and You Know It	Traditional Song	Make face puppets	Children	Teachers/ Parents
I've Been Working on the Railroad	Traditional Song	Research railroad songs	Children	Teachers/ Parents

Johnny Works With One Hammer	African Folk Song	American	Create a rap and beat to tune with a hammer	Children	Teachers/ Parents
Johnny Pounds With One Hammer	African Folk Song	American	Use hammer, nails and wood to create	Children	Teachers/ Parents
Kumbaya	Traditional American Folk Song	African	Research an African American spiritual	Children	Teachers/ Parents
Kumbayah	South African Style		Create a dance to the tune of song	Children	Teachers/ Parents
Little Cabin in the Woods	Traditional Song		Use the Lincoln logs to build a cabin	Children	Teachers/ Parents
Liza Jane	Traditional Song		Make a list of first and middle names	Children	Teachers/ Parents
Mama Don't Allow	Traditional Folk Song		Write a list of rules that mama doesn't allow	Children	Teachers/ Parents
The More We Get Together	Traditional Song		Use streamers to join together in a circle	Children	Teachers/ Parents
The Muffin Man	Traditional Song		Bake a dozen muffins	Children	Teachers/ Parents
The Mulberry Bush	Traditional Song		Play the game "Mulberry Bush"	Children	Teachers/ Parents
My Bonnie Lies Over the Ocean	Traditional		Name the oceans, rivers and seas in the U.S.	Children	Teachers/ Parents
Oh Susanna	Traditional Folk Song		Create a finger play using your name-Oh ____	Children	Teachers/ Parents
Old MacDonald Had A Farm	Traditional Song		Change the name of McDonald and change the name of the place	Children	Teachers/ Parents
Old Makimba Had A Farm	African/African American Folk Song		Change to Old Makimba Had A Grocery Store	Children	Teachers/ Parents
Over in the Meadow	Traditional Folk		Clap different beats to the word "Meadow"	Children	Teachers/ Parents
Rock-a-Bye, Baby	Traditional Song		Research two lullabies and write a description	Children	Teachers/ Parents
Row, Row Your Boat	Traditional Song		Make two different paper boats	Children	Teachers/ Parents
She'll Be Comin Round the Mountain	Traditional Song		Create a mountain out of play dough	Children	Teachers/ Parents
Shoo Fly Don't Bother Me	Traditional Folk Song		Fly swatter painting	Children	Teachers/ Parents
Skip to My Lou	Traditional Song		Use jump ropes to help skip back and forth	Children	Teachers/ Parents
Ten in the Bed	Traditional Folk Song		Solve the math problems using the number 10	Children	Teachers/ Parents
There's A Hole in the	Traditional Song		Bucket toss with clothes pins	Children	Teachers/

Bucket					Parents
This Land Is Your Land	Traditional Song	Make three state flags	Children	Teachers/ Parents	
This Little Light of Mine	Traditional Gospel Song	Decorate a lamp	Children	Teachers/ Parents	
This Old Man	Traditional Folk Song	Make handprints with paint	Children	Teachers/ Parents	
This Train is Bound for Glory	Traditional Gospel Song	Put the trains on the train track	Children	Teachers/ Parents	
He's Got the Whole World in His Hands	Traditional Gospel Song	Trace your handprints , cut out and make a handprint wreath	Children	Teachers/ Parents	
The Wheels on the Bus	Traditional Folk Song	Cut out wheels from a magazine Have students	Children	Teachers/ Parents	
When Johnny Comes	Traditional Song	Stand in two lines –one student meeting another	Children	Teachers	
When the Saints Go Marching In	Traditional Gospel Song	March to the tune of the song Decorate a sun-create words with	Children	Teachers/ Parents	
You Are My Sunshine	Traditional Song	s-u-n	Children	Teachers/ Parents	
Isn't She/he Lovely/Handsome	Traditional Rock n' Roll	Show students' baby pictures on screen	Children	Teachers/ Parents	
You Gotta Sing	Traditional Song	Have a talent show- sing favorite songs	Children	Teachers/ Parents	
Songs to Sing During Black History Month	Musical Artist		Children	Teachers/ Parents	
African Sing-alongs	Diana Colson		Children	Teachers/ Parents	
Aren't I A Woman (Sojourner Truth)	Jonathan Sprout	Read the book, Ain't I A Woman	Children	Teachers/ Parents	
Aiskatail of Africa	Coleen and Uncle Squaty	Select two African folktales to read-report to group	Children	Teachers/ Parents	
Che Che Kooley	Colleen and Uncle Squaty	Choose three Swahili words to create a title to a song	Children	Teachers/ Parents	
Free At Last	Linda Brown/Dr. Thomas Moore	Listen to Dr. King's speech, "Free At Last" Write a reflection	Children	Teachers/ Parents	
Freedom Riders Got to Ride	Vitamin L	Research "freedom riders" tell what contributions they made to Black History	Children	Teachers/ Parents	
Get on Board, Little Children		Make a list of five songs for children during the civil rights movement	Children	Teachers/ Parents	

Heads, Hearts and Hands (Mary McLeod Bethune)	Jonathan Sprout		Who was Mary McLeod Bethune?	Children	Teachers/ Parents
I Have A Dream/This is our Moment	Barbara Silberg	Klaskin	Write your own I Have A Dream Speech	Children	Teachers/ Parents
Kye Kye Kule	Tickie Tune	Typhoon	Write a silly song using three of your favorite words	Children	Teachers/ Parents
Martin Luther King Jr.	Sharon Rivera	Luanne	Brainstorm and write as many descriptions of Dr. King	Children	Teachers/ Parents
Rise Up: Martin Luther King Day	Jack Hartmann		Design a Martin Luther King Clock	Children	Teachers/ Parents
Rosa Parks, Roll On!	Maria Lewis		Create a picture using deodorant roll-ons	Children	Teachers/ Parents
Swing Low, Sweet Chariot			Use popsicle sticks to create a chariot	Children	Teachers/ Parents
Take A Ride Harriet Tubman	Jonathan Sprout		Create a tunnel using a variety of creative materials	Children	Teachers/ Parents
A Tribute to Martin Luther King, Jr	Mary Miche		Write a tribute to a hero in your life	Children	Teachers/ Parents
We've Got the Whole World in Our Hands			Create a rainbow and glue handprints on it	Children	Teachers/ Parents
In A Life of Song	Ella Jenkins		Share one of your favorite childhood songs	Children	Teachers/ Parents
He's Got the Whole World	Ella Jenkins		Make a collage of images of things seen in the world	Children	Teachers/ Parents
I Have A Dream-musical	Craig A. Thompson		As a class, plan and implement a musical of some of your favorite childhood songs	Children	Teachers/ Parents

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Appendix

Ella Jenkins Resources

Videos:

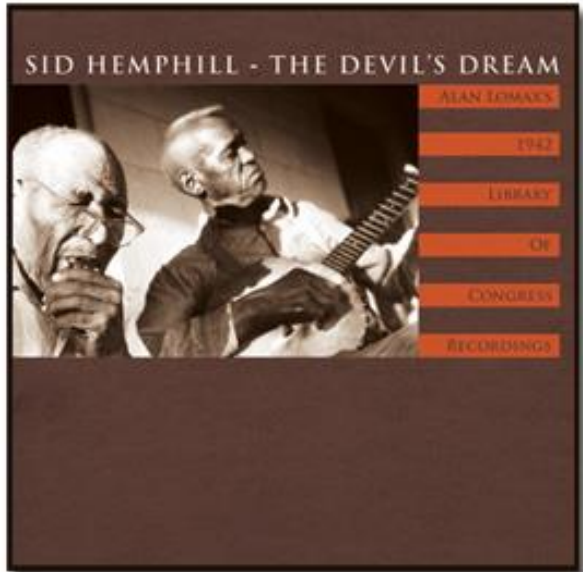
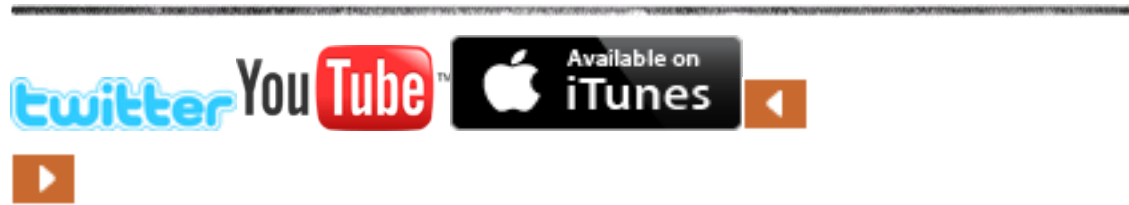
“We Love You Ella”

“Ella Reflects on Her Work”

“Call and Response”

Smithsonian Folkways Recordings (2011) Smithsonian Center for Folklife and Cultural Heritage

(2011) “Ella Jenkins Artist Spotlight” Smithsonian Center for Folklife and Cultural Heritage (archive)



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