

Song 6: Good Morning, New Orleans



ACTIVITY MENU

PRE-LISTENING

Four Corners
How Many Questions in a Minute
What Do You Know About...?

LISTENING

Relax and Enjoy!
Listening Gap-Fill
Song Bingo

SINGING

Sing Along With Me
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Old Song, New Song

POST-LISTENING

Speaking: What Do YOU Think?
Reading: Reading Groups
Writing: Songwriter Histories



Good Morning, New Orleans

by Kermit Ruffins
(3:34)

- 1 Good morning, New Orleans (Good Morning, New Orleans)
We love you, New Orleans (We love you, New Orleans)
It's such a lovely thing to love New Orleans
When people come they never leave because we're swingin' that way.
- 5 The sunshine's so, so bright (the sun shines oh so bright)
The breeze is so, so nice (the breeze is oh so nice)
The star lights twinkle all night down by the riverside
So bye and bye sometimes I cry it's such a beautiful sight.
- 9 Some people wonder what all this talk is about (New Orleans)
But if you love her, you know what I mean.
- 11 Good Morning, New Orleans (Good Morning, New Orleans)
We love you, New Orleans (We love you, New Orleans)
I feel like I'm a king when I lay down and dream
About my people that all live here. We just love her so much.
- 15 Ba boop beeeee biggitty bahp-bahp-bahhh-bah dweee dee zane bah-boo-dwee dee
zahhnn
co bah-bo det-un debobahhp bah-boo de zeee buu buu behpbehp unbeeee bahhp
bwaah
buh beep boo-boo-boo beep beep bahp boop boop booo-szweee
boopbwedodededwedskiddlydapbumsdfadvasdfvgshdbsd
bee bee beeeun beebie bahp bahp bu dzeee dsee deee
baahh bahpp boo dee dee tzsae tzeee tzaap-unzoozaaaate
- 20 Good Morning, New Orleans (Good Morning, New Orleans)
We love you, New Orleans (We love you, New Orleans)
I feel like I'm a king when I lay down and dream
About the people that all live here, and how we love her so much.



Pre-listening Activities: Choose one or two of the activities below.

Four Corners

Purpose: To generate interest in the song, and activate background knowledge about New Orleans

Level: 2 and above **Time:** 15 – 20 minutes, plus the length of the song (3:34 minutes)

Preparation and Materials: Write the title of the song on the board. Hang the pictures of New Orleans ([pages 632-635](#)) around the classroom.

Instructions: See [page 317](#), Modification D. After students have explained their choice of picture, you can tell them the information about New Orleans listed below each picture and let them change their opinion.

How Many Questions in a Minute?

Purpose: To generate interest and introduce vocabulary for the song, activate background knowledge about the topic, and practice asking and answering questions

Level: 3 and above **Time:** 15 – 20 minutes

Preparation and Materials: Hang the large picture of the street jazz band ([page 634](#)) on the board.

Instructions: See [page 330](#). After completing the activity, you can share some of the 'Information for Teachers' ([page 634](#)) with the students.

What Do You Know About...?

Purpose: To generate interest and introduce vocabulary for the song, and activate background knowledge about the topic

Level: 2 and above **Time:** 10 – 15 minutes, plus the length of the song (3:34 minutes)

Preparation and Materials: Make a copy of the quiz ([page 636](#)) for each group of students. (Answer key: [page 645](#).)

Instructions: See [page 324](#).



Good Morning, New Orleans: Four Corners



Information for Teachers:

Although New Orleans is a modern city with skyscrapers and large office buildings, it is better known for its historical architecture. The buildings pictured here show architecture that is common in the French Quarter. The French Quarter is the oldest neighborhood in New Orleans, and the buildings called Creole Townhouses show influences from Spanish, French, African and Caribbean architecture. Typical of these buildings are the iron balconies, colorful stucco walls, and tile roofs.





Information for Teachers:

Mardi Gras (pronounced “grah”) is an internationally celebrated holiday, which has become the signature holiday for New Orleans. During Mardi Gras, which is observed just before the six weeks of Lent preceding Easter, celebrators wear colorful (often purple, green, and gold) costumes and masks (as pictured above) at masquerade balls and king cake parties. Parades are common where necklaces or strings of colorful plastic beads are thrown.





Information for Teachers:

New Orleans has a deep connection with jazz music as well as ensembles of brass instruments (such as tubas, trombones, and trumpets) and marching bands. Many people consider New Orleans the birthplace of jazz. It's not uncommon to see groups performing on the streets of New Orleans (as pictured above), and the city even has its own musical traditions. For example, funeral processions in New Orleans are sometimes accompanied by a brass band that marches from the church to the cemetery playing sad music. After the burial, however, the band returns from the cemetery playing upbeat jazz music, in what has come to be called "a jazz funeral."





Information for Teachers:

New Orleans is located on the Mississippi River and is the largest city in the state of Louisiana. The city straddles the river, and tourists can ride a ferryboat across the river to visit the various neighborhoods of New Orleans on the other side. The *Natchez* is an old-fashioned steamboat with a calliope (a musical instrument fitted with steam whistles), which tours the Mississippi River twice daily.



Good Morning, New Orleans: What Do You Know About...?

We are going to listen to a song called *Good Morning, New Orleans*, performed by Kermit Ruffins, a native New Orleans jazz musician. Kermit Ruffins really loves New Orleans! Answer the following questions about the city of New Orleans.

I. Multiple Choice. The Facts about New Orleans

1. New Orleans is a city located in the state of _____.
A. *Texas* B. *Louisiana* C. *Georgia* D. *Missouri*
2. New Orleans sits on a big body of water, the _____.
A. *Mississippi River* B. *Gulf of Mexico* C. *Atlantic Ocean*
3. New Orleans is the birthplace of _____ music.
A. *rap* B. *country* C. *jazz* D. *folk*
4. The weather in New Orleans is usually _____.
A. *hot in summer, mild in winter* B. *mild in summer, cold in winter*
C. *very cold and snowy in winter* D. *desert-like*

II. True or False? Really? I Don't Believe it!

5. New Orleans is nicknamed "The Big Easy," perhaps reflecting the easy-going pace of life.
true *false*
6. New Orleans is nicknamed "The Crescent City" because the Mississippi River forms a crescent shape around the city.
true *false*
7. New Orleans is the only city in the United States where Mardi Gras is celebrated.
true *false*
8. New Orleans is nicknamed "NOLA," which stands for **N**ew **O**rleans **L**ouisian**A**.
true *false*



Good Morning, New Orleans: What Do You Know About...? (quiz continued)

III. Matching. You Want Me to Eat WHAT?

Each of the following foods is typical of New Orleans. Many foods have Creole, Cajun, or French influences, and use seafood from the nearby bodies of water. Can you match the food with its name and description?

Foods: *gumbo* *a stew made with okra, tomatoes, and seafood*
 crayfish *a shellfish (that looks like a small lobster) that is boiled*
 oysters *small mollusks eaten out of their opened shells*
 jambalaya *a rice dish with shrimp, oysters and ham*



9. _____



10. _____



11. _____



12. _____



Listening Activities: Choose one of the listening activities below.

Relax and Enjoy!

Purpose: To enjoy listening to the song

Level: All

Time: 10 – 15 minutes

Preparation and Materials: Write the following discussion questions on the board, or create your own.

Who is the person singing this song?

What is he singing about?

Is this song happy or sad? Why do you think so?

Instructions: See [page 334](#).

Listening Gap-Fill

Purpose: To listen for details

Level: 2 and above

Time: 15 – 20 minutes (to play the song two or three times)

Preparation and Materials: Make a copy of the gap-fill handout ([page 639](#)) for each student. (Answer key: see lyrics, [page 630](#))

Instructions: See [page 337](#).

Song Bingo

Purpose: To listen for specific words and phrases, introduce vocabulary from the song, and make print and sound connections

Level: All

Time: 10 – 15 minutes (to play the song two times)

Preparation and Materials: Write the following words from the song on the board in random order:

*good morning love lovely people swingin' shine bright
breeze nice star twinkle night riverside beautiful city
cry king dream talk live*

Instructions: See [page 339](#).



Good Morning, New Orleans: Listening Gap-Fill

Directions: First, read through these song lyrics and guess what the missing words might be. Write your guesses in the blanks. Second, as you listen to the song, correct what you have written and fill in any missing words.

Good (1) _____, New Orleans (Good (2) _____, New Orleans)

We love you, (3) _____ (We love you, (4) _____)

It's such a lovely thing to love (5) _____

When people come they never (6) _____ because we're swingin' that way.

The (7) _____ so, so bright (the sun shines oh so bright)

The breeze is so, so (8) _____ (the breeze is oh so (9) _____)

The star lights twinkle (10) _____ down by the (10) _____,

So bye and bye sometimes I cry it's such a (12) _____ sight.

Some (13) _____ wonder what all this talk is about (New Orleans)

But if you (14) _____, you know what I mean.

Good (15) _____, New Orleans (Good (16) _____, New Orleans)

We love you, (17) _____ (We love you, (18) _____)

I feel like I'm a (19) _____ when I lay down and (20) _____

About my people that all (21) _____ here. We just love her so much.

Ba boop beeeee biggitty bahp-bahp-bahhh-bah dweee dee zane bah-boo-dwee dee zahhnn

Good (22) _____, New Orleans (Good (23) _____, New Orleans)

We love you, (24) _____ (We love you, (25) _____)

I feel like I'm a (26) _____ when I lay down and (27) _____

About the people that all (28) _____ here, and how we love her so much.



Singing Activities: Choose one of the singing activities below.

Sing Along With Me

Purpose: To practice pronunciation and intonation

Level: All **Time:** 10 – 15 minutes (to sing the song two or three times)

Preparation and Materials: Write the song lyrics ([page 630](#)) on the board or on a large poster.

Instructions: See [page 345](#), Modification B. Divide students into two groups. As you point to the words on the board, one group sings the first part of the lines, and the other group sings the words in parentheses. Example from line 5:

Group 1 sings: The sunshine's so, so bright
Group 2 sings: (The sun shines oh so bright)

Disappearing Song

Purpose: To practice pronunciation and intonation, and recall words and phrases

Level: 2 and above **Time:** 20 – 30 minutes (to sing the song four times)

Preparation and Materials: Write the song lyrics ([page 630](#)) on the board.

Instructions: See [page 345](#). Stop after Step 4 (when 50% of the words remain).

Old Song, New Song

Purpose: To explore the rhythm of words

Level: 2 and above **Time:** 40 – 55 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the song lyrics ([page 630](#)) for each group of students, or write them on the board.

Instructions: See [page 346](#).



Post-listening Activities: Choose one or two of the activities below.

Speaking: What Do YOU Think?

Purpose: To ask and answer questions, and to summarize and present information

Level: 3 and above **Time:** 30 – 40 minutes (may be extended over several class sessions)

Preparation and Materials: Pre-teach the concept of surveys and their results: the purpose of a survey, types of questions, how to calculate and present results.

Instructions: See [page 358](#), Modification B. Possible survey topics:

1. *Strengths and weaknesses of the students' hometown*
2. *Jazz music*
3. *Reasons to like or dislike a particular city*

Reading: Reading Groups

Purpose: To practice reading comprehension skills, conduct research, think critically, and collaborate as part of a team

Level: 3 and above

Time: 45 – 50 minutes in class (groups may need much more time outside of class)

Preparation and Materials: Make a copy of the reading text ([page 642](#)) for each student. Assign this project as a group activity. Give the group one week to prepare. Provide students with colored pens/markers, glue, and paper for making posters as needed.

Instructions: See [page 372](#).

Writing: Songwriter Histories

Purpose: To write short narratives in the past tense

Level: 2 and above **Time:** 40 – 50 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the handout ([page 344](#)) for each group of students.

Instructions: See [page 376](#), Modification C.



Jazz in the United States

The song “Good Morning, New Orleans” by Kermit Ruffins is an example of jazz, a popular musical genre of the United States. Jazz got its start at the beginning of the 1900s in New Orleans, a city in the South. Other important cities in the history of jazz are Saint Louis, Kansas City, and Chicago. According to legend, jazz traveled up the Mississippi River to these central and northern cities.



Jazz music is important to American history because it combines musical traditions from European **immigrants**²⁶ and African **slaves**.²⁷ During the eighteenth and nineteenth centuries, many Europeans from Ireland, Italy, France, the United Kingdom, and Germany immigrated to the United States. The Atlantic slave trade brought many Africans to the United States until slavery was **abolished**²⁸ by the Emancipation Proclamation in 1863.

Many customs and musical traditions came with European immigrants and African slaves, and weren't abandoned after they settled in the United States. Rather they were passed down through children and children's children. Over time musical traditions blended together into a new style of music. This new style of music included many of the rhythms and **melodies**²⁹ common to African musical traditions. From European traditions, the style adopted many instruments as well as the use of **harmonies**.³⁰ The result is the **unique**³¹ style of music today called jazz.

How is jazz special? When you hear a jazz song, the melody is usually played first and then repeated several times. Popular instruments for jazz are traditionally the saxophone, trumpet, trombone, piano, drums, clarinet, tuba, string bass, and banjo. Nowadays jazz musicians also use the vibraphone, cello, and guitar. What instruments did you hear during the song?



The focus of jazz is often on how the performers improvise or make up tunes as they play with the melody. Many styles of jazz have developed since the early twentieth century. In one style, singers sometimes sing lyrics with no meaning. This style of jazz is called “scat” and is heard in “Good Morning, New Orleans.” Do you remember the lyrics “ba boop beeeee biggitty”? This is an example of scat, because these sounds have no meaning in English.

²⁶ **immigrant** a person who moves to a new country to live

²⁷ **slave** a person who is owned by another person, and who is forced to work for that person without being paid

²⁸ **abolish** to officially stop or end something

²⁹ **melody** a pleasing series of musical notes that form the main part of a song or piece of music

³⁰ **harmony** the combination of different musical notes played or sung at the same time to produce a pleasing sound

³¹ **unique** unlike anything or anyone else; very special





**Top row, from left to right: saxophone, trumpet, string bass
Bottom row, from left to right: clarinet, trombone, banjo**



Good Morning, New Orleans: Songwriter Histories

Directions: In your group, create a sequence of events that could have led up to the writing of the song, *Good Morning, New Orleans*. Fill in the blank comic strip below with your drawings of the events and write brief dialogues to go along with the drawings.

1) “ ”	2) “ ”
3) “ ”	4) “ ”



Good Morning, New Orleans: Answer Keys

What Do You Know About...?: Answer Key

1. B. Louisiana
2. A. Mississippi River
3. C. jazz
4. A. hot in summer, mild in winter
5. True
6. True
7. False. Many cities and regions across the United States celebrate Mardi Gras with large festivals, however, it is not a national holiday.
8. True
9. oysters
10. crayfish
11. gumbo
12. jambalaya

