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
Disappearing Song
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 beeeeee 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 beebee bahp bahp bu dzeee dsee deee  
baahh bahpp boo dee dee tzsaee tzeeee tzaap-unzoozaaate

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.

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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 New Orleans Louisiana.
   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.

<table>
<thead>
<tr>
<th><strong>Relax and Enjoy!</strong></th>
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<tbody>
<tr>
<td><strong>Purpose:</strong> To enjoy listening to the song</td>
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<tr>
<td><strong>Level:</strong> All</td>
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<tr>
<td><strong>Time:</strong> 10 – 15 minutes</td>
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<tr>
<td><strong>Preparation and Materials:</strong> Write the following discussion questions on the board, or create your own.</td>
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<tr>
<td><strong>Instructions:</strong> See page 334.</td>
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<tr>
<th><strong>Listening Gap-Fill</strong></th>
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<tr>
<td><strong>Purpose:</strong> To listen for details</td>
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<td><strong>Level:</strong> 2 and above</td>
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<tr>
<td><strong>Time:</strong> 15 – 20 minutes (to play the song two or three times)</td>
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<tr>
<td><strong>Preparation and Materials:</strong> Make a copy of the gap-fill handout (page 639) for each student. (Answer key: see lyrics, page 630)</td>
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<td><strong>Instructions:</strong> See page 337.</td>
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<tr>
<th><strong>Song Bingo</strong></th>
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<tr>
<td><strong>Purpose:</strong> To listen for specific words and phrases, introduce vocabulary from the song, and make print and sound connections</td>
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<tr>
<td><strong>Level:</strong> All</td>
</tr>
<tr>
<td><strong>Time:</strong> 10 – 15 minutes (to play the song two times)</td>
</tr>
<tr>
<td><strong>Preparation and Materials:</strong> 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</td>
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<tr>
<td><strong>Instructions:</strong> See page 339.</td>
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</table>
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 beeeeee biggitty bahp-bahp-bahhh-bah dweee dee zane bah-boo-dwee dee zahhhhn …..

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 and African slaves. 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 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 common to African musical traditions. From European traditions, the style adopted many instruments as well as the use of harmonies. The result is the unique 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 beeee biggitty”? This is an example of scat, because these sounds have no meaning in English.

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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.
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