



# Compare and Contrast: Grades K-2

**Learning objective:** Following the completion of this objective, students will be able to indicate similarities and differences country songs.

## Common Core English Language Arts Standards (Kindergarten)

**CCSS.ELA-Literacy.SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

## Common Core Mathematics Standards (Kindergarten)

**CCSS.Math.Content.K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

**CCSS.Math.Content.K.CC.C.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup>

**CCSS.Math.Content.K.CC.A.1** Count to 100 by ones and by tens.

## MNPS Science Standards

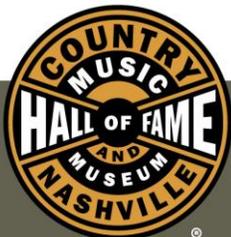
GLE 0007.Inq.3. Explain the data from an investigation

The songs in this activity are available on the Nashville Public Library (NPL) website through Freegal Music. To access the songs, log into FreegalMusic.com using your library card number and pin. You can then search for the songs by title or artist name.

- “Davidson County Blues” by DeFord Bailey.
- “Country Boy” by Ricky Skaggs
- “Mountain Music” by Alabama
- “Wide Open Spaces” by the Dixie Chicks

### About *String City*

- Created by Nashville Public Library’s Wishing Chair Productions, in collaboration with the Country Music Hall of Fame and Museum
- Made possible by a special gift from Judy and Steve Turner to the Nashville Public Library Foundation.



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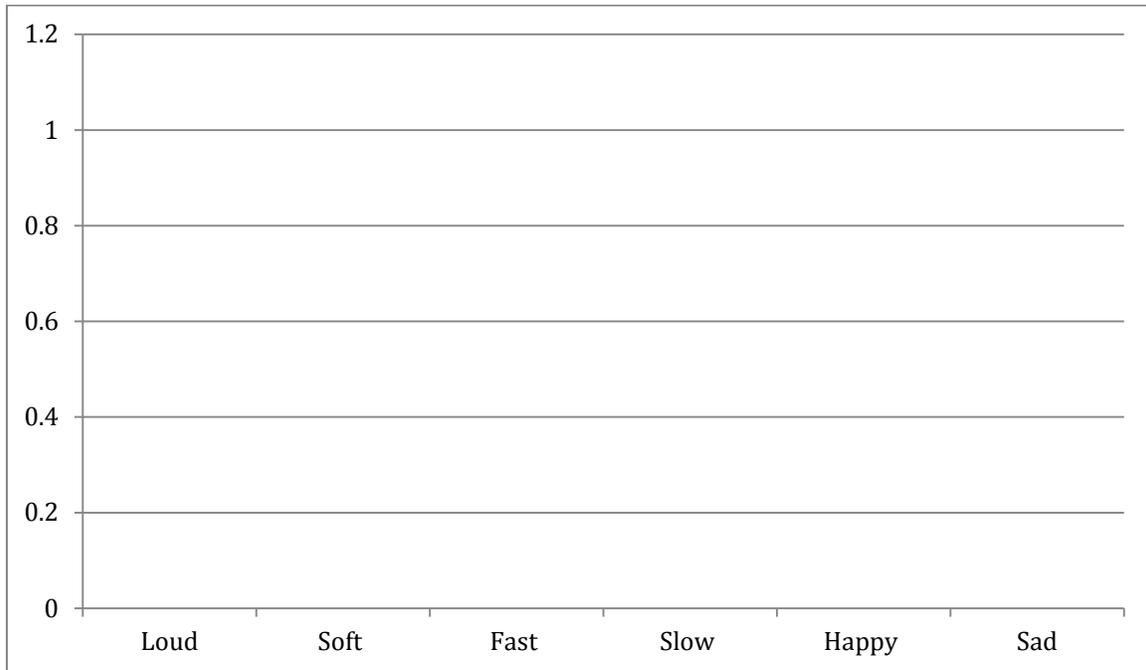
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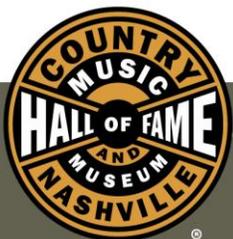
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1. On a piece of chart paper or poster board, Create a graph similar to the one below (Alternative categories can include “Makes you want to dance/Does not make you want to dance,” “Guitar/Other instrument,” or any other opposites or elements of music that you are working on in your classrooms:



2. Choose a song and tell the students its title. Explain that the title is the name of the song. Tell the students to listen carefully to the song.
3. After playing the song, hand each student a Post-It note. Let the students vote on whether they thought the song was loud or soft, fast or slow, happy or sad. After all of the students have voted, count the votes to determine what the class thought about the song.
4. You can listen to an additional song and compare and contrast the graphs by answering the following questions:
  - Which song was the loudest? How do you know?
  - Which song was the softest? How do you know?
  - Which song was the fastest? How do you know?
  - Which song was the slowest? How do you know?
  - Which song was the happiest? How do you know?
  - Which song was the saddest? How do you know?



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# Compare and Contrast: Grades 2-4

**Learning objective:** Following completion of the lesson, students will be able to listen critically to and identify the many important aspects of a song by comparing and contrasting four songs.

**Common Core English Language Arts Standards (4<sup>th</sup> Grade):**

[CCSS.ELA-Literacy.W.4.8](#) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

[CCSS.ELA-Literacy.L.4.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.4.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The songs in this activity are available on the Nashville Public Library (NPL) website through Freegal Music. To access the songs, log into FreegalMusic.com using your library card number and pin. You can then search for the songs by title or artist name.

1. Pass out the following notes chart to students. Review each of the categories and answer questions the students have about filling out their charts.
2. Play the song “Davidson County Blues” by DeFord Bailey for the class. Students should take notes while they listen to remember aspects they think are important.
3. Play the song “Country Boy” by Ricky Skaggs for the class. Students should again take notes while they listen.
4. After playing two songs, have students compare their notes with a partner.
5. Play the song “Mountain Music” by Alabama for the class. Students should take notes while they listen to remember aspects they think are important.
6. Play the song “Wide Open Spaces” by the Dixie Chicks for the class. Students should again take notes while they listen.
7. Let students compare their notes with a different partner this time.
8. After students have compared notes, review the note-taking sheet as a class. Students can then choose two songs and complete the Venn diagram as an independent assignment.

**Homework:** Have students choose two of their personal favorite songs and fill out either the note-taking sheet or Venn diagram.



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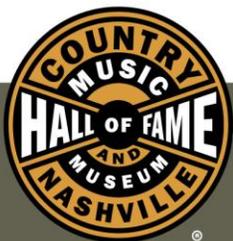
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**Notes Chart**

Song	"Davidson County Blues" by Deford Bailey	"Country Boy" by Ricky Skaggs	"Mountain Music" by Alabama	"Wide Open Spaces" by the Dixie Chicks
<b>Images:</b> What images does this song describe or make you think of?				
<b>Sounds:</b> What sounds do you hear? What sounds are described? Can you point out any instruments?				
<b>Main Idea:</b> What is the main idea of the song? What are some themes?				
<b>Tone:</b> What is the tone or mood of the song? How can you tell?				
<b>Questions:</b> What questions does this song leave you with?				



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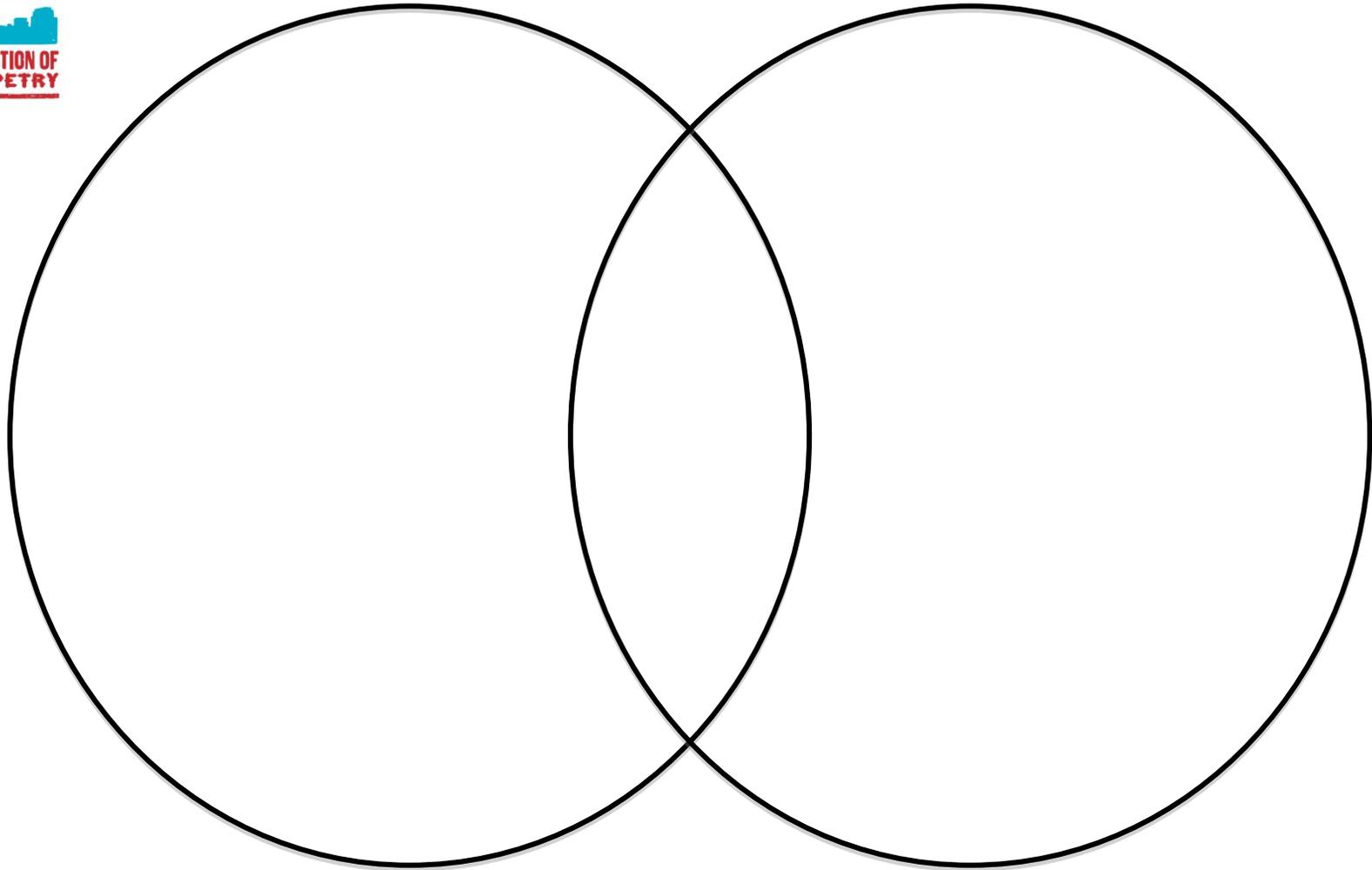
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## Venn Diagram: Compare and Contrast Two Pieces of Country Music



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## Additional Resources

### Picture Books

*Banjo Granny*, Sarah Martin Busse  
*Coat of Many Colors*, Dolly Parton  
*Home On the Range: John A. Lomax and His Cowboy Songs*, Deborah Hopkinson  
*I Am a Rainbow*, Dolly Parton  
*The Last Train*, Gordon Titcomb  
*Let it Shine: Three Favorite Spirituals*, Ashley Bryan  
*Mama Is a Miner*, George Ella Lyon  
*My Family Plays Music*, Judy Cox  
*My Mountain Song*, Shutta Crum  
*Passing the Music Down*, Sarah Sullivan  
*Sing*, Joe Papposo  
*When Uncle Took the Fiddle*, Libba Moore Gray

### Fiction

*Come Sing, Jimmy Jo*, Katherine Patterson  
*Not Exactly Nashville*, Betsy Kuhn  
*Stars That Shine*, Julie Clay and Dan Anderson

### Nonfiction

*The Carter Family: Don't Forget This Song*, Frank M. Young and David Lasky  
*Country (A History of American Music)*, Christopher Handyside  
*Country: Sounds of Music*, David and Patricia Armentrout  
*The Cowgirl Way: Hats Off to America's Women of the West*, Holly George-Warren  
*Honky-Tonk Heroes and Hillbilly Angels: The Pioneers of Country and Western Music*, Holly George-Warren  
*My First Book of Cowboy Songs*, Dolly M. Moon  
*Nashville Counts: A Counting & Art Book*, Vadis Turner and Matthew Parker  
*Rubber Band Banjos and a Java Jive Bass: Projects and Activities on the Science of Music and Sound*, Alex Sabbeth  
*Saturday Nights with Daddy at the Opry*, Libby Leverett-Crew

### DVD

*Sesame Street Kids' Favorite Country Songs* (DVD)

### Further Reading with Parents

*The Billboard Illustrated Encyclopedia of Country Music*, general editor Tony Byworth  
*Will the Circle Be Unbroken*, Paul Kingsbury and Alanna Nash



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