OKEE DOKEE BROTHERS

STUDY GUIDE

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We look forward to seeing you at the Ordway for Okee Dokee Brothers!

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Coming to the Performance

Your Role as an Audience Member

Audience members play a special and important role in the performance. The performers are very aware of the audience while they perform and each performance calls for different audience responses.

Lively bands, musicians, and dancers may desire audience members to clap and move to the beat. Other performers require silent focus on the stage and will want an audience to applaud only when they have completed a portion of their performance. As you enjoy the show, think about being a part of the performance.

- What are the differences between attending a live performance and going to a movie or watching television?
- What are some different types of live performances? Name a few as a class.
- What kind of responses might an audience give in each circumstance?
- What are the different cues that a performer will give you so that you know how to respond? For example, might they bow or pause for applause?

Also, remember that a theater or concert hall is designed to magnify sound, and even the smallest whispers or paper rustling can be heard throughout the auditorium. When you come to the Ordway, you are part of a community of audience members and you all work together to create your performance experience.

Audience Member Checklist for Review at School

☐ Leave your food, drinks, and chewing gum at school.

☐ Remember to turn off all cell phones and other electronic devices before the performance begins.

☐ When the house lights dim, the performance is about to begin. Please turn your attention toward the stage.

☐ Cameras and other recording devices are not allowed in the performance.

☐ Talk before and after the performance only. Remember that not only can those around you hear you, the performers can too.

☐ Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage; they will let you know what is appropriate.

☐ Open your eyes, ears, mind, and heart to the entire experience!

☐ After the performance you will be dismissed when your school is called from the stage. Remember to check around your seat for everything that you brought with you.
About the Ordway

As a center for the performing arts, the Ordway takes on three different roles:

Hosting
The Ordway is home to the following Arts Partners; they program their own seasons and use the Ordway as their performance venue:

- The Minnesota Opera
- The Saint Paul Chamber Orchestra
- The Schubert Club

Presenting
The Ordway programs its own performance season. Musical theater tours such as Kinky Boots are a part of the Musical Theater Series. The Target® Music and Movement Series includes local and touring artists/companies such as Diavolo, Black Violin, & Ladysmith Black Mambazo. The Concert Series presents a wide range of musicians from The Sphinx Virtuosi to Yanni. The Family Series presents shows and artists like the Okee Dokee Brothers for our youngest audiences members and their families.

Producing
The Ordway is a member of the Independent Presenters Network, which allows for collaborations to produce large musical productions with other performing arts centers. This includes this year’s holiday show, Annie, as well as Lin-Manuel Miranda’s In the Heights.

The Ordway also presents the annual Flint Hills International Children’s Festival, a week-long festival of international artists performing work to our youngest audience members. The school week dates for the 2018 Festival are May 29–June 1 and Family Weekend will be June 2–3.

Fun Facts!
Did you know...
The Ordway has two performance spaces?
- Ordway Music Theater: 1900 seats
- Ordway Concert Hall: 1100 seats

The Ordway first opened thirty years ago on January 1, 1985, as the Ordway Music Theatre.

The name Ordway comes from Lucius Pond Ordway (1862-1948) a Saint Paul businessman and early 3M investor. His granddaughter, Sally Ordway Irvine (1910–1987) built the theatre and decided to use the Ordway family name.

Sally Ordway Irvine traveled to Europe with architects to visit opera houses and theaters when planning the design of the Ordway.

More than 350,000 patrons come the Ordway each year.

Schools from all over the region attend the Ordway's School Performances. More than 50,000 seats were filled by students and teachers last year!

For more information about the Ordway and Arts Partners, visit www.ordway.org.
Who are The Okee Dokee Brothers?
Their real names are Joe and Justin. They’re not really brothers, but they’ve known each other since they were three years old! They grew up together in Denver, Colorado, and were always exploring the outdoors. Whether it was rafting down the neighborhood creek, taking long bike rides into the country, or discovering hiking trails through the Rocky Mountains, they loved taking adventures. Now, as the GRAMMY Award-winning Okee Dokee Brothers, they still love taking adventures and are sharing their love of the outdoors through the music they make. Joe and Justin record and perform family music with a goal to inspire children and their parents to get outside and get creative. They have been called “two of family music’s best songwriters” and have gotten praise from around the country including NPR’s All Things Considered and USA Today. They have three full-length albums and many music videos.

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About the Music

An **Adventure Album** is a collection of songs that are directly inspired by a particular place or experience. The Okee Dokee Brothers have released three adventure albums so far! They decided that the best way to write a collection of songs about an adventure is to actually have that adventure in real life. Of course, you don’t have to canoe down a river or ride through the mountains to find inspiration. You can start by simply exploring the world around you. Go to a park or take a walk through your neighborhood; an adventure can be anywhere.

**Folk music** is traditionally known as the music of the working classes, usually passed down from generation to generation. Originally, folk songs weren’t written down, but were shared by word of mouth. This means that the creators of many folk songs are unknown. It also means the songs have evolved over time, changing with each person who sings them in his or her own style.

**Old-Time music** is a style of music that was developed to accompany the folk dances of the **Appalachian Mountains**. It has mixed roots in African and European musical traditions. The fiddle is usually the lead instrument, and you’ll probably hear a banjo any time you’re listening to old-time music.

The music we know as **Bluegrass** is actually relatively new. It appeared in the 1940s, when **Bill Monroe** started a band called the Bluegrass Boys. They combined elements of old-time music, folk, country, and **blues** to create a music that is still popular today. Bluegrass is traditionally played with **acoustic instruments** like the guitar, the fiddle, the five-string banjo, the upright bass, and the mandolin.

The **Okee Dokee Brothers** are not playing purely folk, old-time, or bluegrass music, rather, their songs are a mix of these styles and other influences. A modern classification for their music would be **Roots** or **Americana** music. They use the many types of music that have come before them to find their own path and create their own sound.

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About the Music

Can You Canoe?
A Mississippi River Adventure Album

The Okee Dokee Brothers’ first adventure album, Can You Canoe?, was written on a 30-day canoe trip down the mighty Mississippi River. The river starts at Lake Itasca, Minnesota, and flows south down into the Gulf of Mexico. Did you know it takes a drop of water around 90 days to travel the entire river? That’s a very long time to be in a canoe, so they decided to only canoe the Upper Mississippi River, which stretches from Lake Itasca to Saint Louis, Missouri. Their canoe trip lasted thirty days, during which time they camped along the river and wrote songs.

Even though it’s made of water, the Mississippi River often functions like a highway. Large boats, known as barges, transport goods from destination to destination. And since so many other rivers flow into the Mississippi (called tributaries), the barges can travel a very long distance. The Okee Dokee Brothers’ canoes were very small compared to those large barges, so they stayed well out of their way while on the river.

Fun fact: the Mississippi River is the 4th longest river in the world at 2552 miles long. It runs through, or borders, ten states: Minnesota, Wisconsin, Iowa, Illinois, Missouri, Kentucky, Tennessee, Arkansas, Mississippi, and Louisiana. Canoeing the Upper Mississippi meant they traveled through Minnesota, and along Wisconsin, Iowa, Illinois, and Missouri.

Canoeing is quite a workout: not only are you using paddles to propel the canoe forward in the water, but the paddles also steer the craft left and right. That can be trickier than it sounds when the river’s current is strong. The Okee Dokee Brothers kept all of their gear in the canoes, too, so everything was packed in waterproof bags just in case they tipped.

Learn more about the Mississippi River: www.nps.gov/miss/riverfacts.htm
About the Music

Through the Woods
An Appalachian Adventure Album

For their second adventure album, *Through the Woods*, the Okee Dokee Brothers turned their attention to the Appalachian Mountains. They wanted to hike and explore the wilderness and cultures along the Appalachian Trail. Like the Mississippi River, the Appalachian Trail (“AT” for short) is very long: It stretches through 14 different states, and is about 2,180 miles from start to finish. Also, the total elevation gain from Georgia to Maine is the same as climbing Mount Everest 16 times! Hiking the full trail usually takes anywhere from five to seven months.

The AT is also very accessible for those who do not want to hike the full trail. In fact, it’s so easy to just hike sections of the trail that two to three million people hike a portion of it each year. The AT is over 80 years old (it was created in 1937), so it’s had a lot of visitors over the years. In addition to the millions of people who visit the trail annually, the AT is cared for by thousands of dedicated volunteers. They help keep the trail in top shape so that it can continue to be enjoyed for generations to come.

Aside from the elements, there are also a lot of animals along the trail. One of the largest is the black bear. Black bears will eat almost anything. They mostly eat grass, roots, berries, fish, and insects, but can easily develop a taste for human foods and garbage left by campers. That is why it’s important to not leave trash or food out where bears can get to it. The Okee Dokee Brothers didn’t see any black bears while on the AT, but the did encounter a herd of wild ponies. Ponies look like small horses who are in desperate need of a haircut! They also encountered some of the other hikers on the trail. Most people who hike the trail wind up acquiring a trail nickname. These are usually descriptive and funny nicknames, like “Slow and Steady,” “Tumbleweed,” and “Pack Rat”. Joe and Justin gave themselves nicknames too: Joe was “Flatfoot”, on account of his clogging skills, and Justin was “Cricket.”

The Okee Dokee Brothers hiked for thirty days along parts of the trail in Tennessee, Virginia and North Carolina. They carried everything they needed in their large backpacks: tents, clothes, food, and cooking gear. Because the AT meanders through 14 different states, the natural surroundings vary greatly. Sometimes the weather is hot and humid, while other times the weather is very cold and rainy. All of these environmental changes meant they had to pack more gear. Hiking all day with a heavy backpack is hard work.

Learn more about the Appalachian Trial:
www.appalachiantrail.org/home/explore-the-trail

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About the Music

**Saddle Up**
A Western Adventure Album

The Okee Dokee Brothers’ third adventure album, *Saddle Up*, took place on a 30-day horsepacking trip in the **Rocky Mountains**. They focused on an area of the mountains known as the **Continental Divide** (AKA “Great Divide”). The divide connects all the highest peaks along the **Rocky Mountain** range. It is an important line as all of the water that falls on the east side flows to the **Gulf of Mexico** and the **Atlantic Ocean**, and all that falls on the west side flows to the **Pacific Ocean**. The entire Continental Divide extends all the way up to Alaska and all the way down into South America.

There are many continental divides in the world. Some are not well known or easy to see. The Great Divide is very prominent because the Rocky Mountains are so high in elevation, reaching heights of up to 14,440 ft (Mount Elbert in Colorado). With the help of horses, the Okee Dokee Brothers were able to ride deep into the wilderness of the west. The horses carried them through rushing streams and up and down mountains. A few horses, called packhorses, didn’t carry any people. Instead, they carried all the food and equipment in giant bags called **panniers** (PAN-yers). Horses are very strong and can safely carry up to 20% of their bodyweight, which equals about 240 pounds on average. One of the biggest horses in the world, Big Jake, weighs 2,600 pounds and could safely carry 520 pounds!

**Fun facts:** horses drink at least 25 gallons of water every day and can sleep standing up. They have the largest eyes of any land mammal, and because their eyes are on the sides of their heads, they can almost see everything around them at all times.

There are many different words for horses, but each word means something specific:

- stallion = male horse
- mare = female horse
- colt = young male horse
- filly = young female horse
- foal = a baby horse (under 1 year old)
- pony = small horse (not a baby horse)

Similar to the Appalachian Trial, there is also a trail that runs alongside the span of the Great Divide in the United States called the **Continental Divide Trail** (CDT).

**Learn more:** [continentaldividetrail.org](http://continentaldividetrail.org)

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About the Performance: The Instruments

Here are the string instruments to be used in the performance!

**fiddle**: the smallest member of the string instrument family, the fiddle has four strings and is held between the shoulder and the chin. It is played by moving a bow across the strings or by plucking the strings with the fingers. It is made out of pieces of wood that are perfectly carved and glued together by a luthier. The instrument as we know it today came into being hundreds of years ago in the 1500s. Fiddlers from Scotland, Ireland, and England have had a strong influence on American folk music.

**guitar**: a string instrument that is played by plucking the strings with fingers or a guitar pick. The vibration of the guitar’s strings produces the sound that is then made louder by the guitar’s hollow body. It is one of the main instruments in Roots and Americana music. Its origins date back to the Renaissance.

**upright bass**: also called the “double bass” is the largest and lowest instrument of the string family. The bass is commonly played while sitting on a stool and can also be played while standing. Similar to other string instruments, the bass is played by either drawing a bow across or plucking the strings. You can find the upright bass in classical music, jazz, and different styles of folk music.

**banjo**: an instrument that comes from Africa, and was brought to North America on slave ships. It is similar in design to instruments still found in Africa today. In its simplest form, it is basically a drum with strings stretched across the top and a handle attached. The banjo is most often used in country, folk, Irish, and bluegrass music. It can have four, five, or six strings.

Information from the Grove Music Dictionary and the Okee Dokee Brothers Pre-Concert Study Guide (©Okee Dokee Music LLC). Used with permission.
About the Performance: The Instruments

Here are the percussion instruments to be used in the performance!

**bones:** a lot of folk music in the past occurred in parts of the country where manufactured instruments were scarce and hard to come by. People made simple and effective percussion instruments from what they had in their homes. The **spoons,** often heard in bluegrass songs, are two actual spoons held in one hand and clacked together, either against a knee or the other hand. The **bones,** another version of this instrument, were originally two cow rib bones that were clicked together in one hand. Most modern “bones” today are made of smooth wood, but some are still made from actual cow bones.

**washboard:** as another homemade percussion instrument, this ribbed piece of metal is in a wooden frame and was a common household item used for scrubbing and cleaning laundry. The washboard is played by putting thimbles (a sewing tool that prevents being poked by the needle) on the index finger and thumb, then the fingers move up and down the washboard’s metal ribs to produce sound.

**feet:** feet and hands are the world’s oldest and simplest percussion instruments. Many cultures have traditional styles of percussive dance (using their feet to stomp or tap the rhythms); for example: flamenco (Spain), step dance (Ireland), tap dance (USA), gumboot dance (South Africa), kathak (India), Malambo (Argentina), and many Native American dances. **Clogging** (also called flatfooting) is considered the oldest form of street dancing, and an ancestor to tap dance.

**snare drum:** snares are metal wires stretched tightly across the bottom of the drum. They make a sharp rattling sound as they vibrate against the bottom of the drum head. The snare drum was originally a military instrument used to signal to soldiers. Today it is heard in many forms of music, including in marching bands, rock, jazz, and classical music.

**cajón** (ka-HONE): translates to “drawer” or “crate” from Spanish, this four or six-sided wooden box is played by a musician who sits on top of it. It originates from Peru and can be struck with the hands and fingers to produce many different sounds.

Information from the Grove Music Dictionary and the Okee Dokee Brothers Pre-Concert Study Guide (©Okee Dokee Music LLC). Used with permission.
Vocabulary

**acoustic instruments**: instruments that do not require electricity to make sound—the material each instrument is made out of vibrates or resonates to create the sound

**albums**: a collection of recorded songs that are grouped together and sold by musicians

**Americana**: a musical genre created by a mixture of folk, country, blues, rock, and other influences

**Appalachian Mountains**: a mountain range in the eastern United States that stretches from Alabama all the way up into Canada

**Atlantic Ocean**: the body of water that boarders the eastern part of the United States

**barge**: a long and narrow boat with a flat bottom that is used to transport goods up and down rivers

**Bill Monroe** (1911-1996): the creator of bluegrass who wrote songs, sang, and played the mandolin

**blues**: a musical genre that was created in the southern United States by African Americans towards the end of the 1800s—it draws on influences from various other musical traditions including spirituals, work songs, and folk music

**bow**: a devise that consists of a specially shaped stick with other material (often horsehair) forming a ribbon stretched between its ends which is used to vibrate the string and create sound

**canoe**: a lightweight narrow boat that moves through the water by people using a paddle to propel it forward

**classical music**: a broad term that encompasses art music that originated in Europe that has since spread around the world

**clogging**: a folk dance in which the dancer’s shoes are used to make sounds by hitting the heel, the toe, or both against a floor to create rhythms

**Continental Divide**: a line that connects all of the highest peaks in the Rocky Mountains—all of the water that falls on the each side of the line then goes in a different direction

**family music**: music that both parents and kids can enjoy listening to together

**folk music**: music that comes from a specific country, culture, or group that is typically of unknown authorship and is transmitted orally from generation to generation

**gear**: all of the items needed for a successful outdoor adventure trip (i.e. tent, clothes, food, etc.)

**GRAMMY Award**: an honor awarded to recognize outstanding achievement in the music industry

**guitar pick**: a piece of material used to pluck the strings rather than using fingers

**Gulf of Mexico**: a large body of water located between the southern United States and Mexico

**horsepacking**: an outdoor adventure activity where people travel long distances on horses with all of their supplies (tents, food, water, clothes, etc.)

**jazz**: a musical genre started in the early 1900s in America that blends together many different musical traditions and styles with emphasis placed on improvisation by musicians

**luthier**: a person who builds or repairs string instruments

**lyrics**: the words to a song

**Mount Everest**: the highest mountain in the world at 29,029 feet which is located in the Himalaya mountain range in Asia

**NPR** (National Public Radio): an organization in the United States that produces and distributes news

**Pacific Ocean**: the body of water that boarders the western part of the United States

**paddle**: an object used to move a canoe through water, typically made with a pole with a broad, flat blade at the end

**pannier**: a basket or bag carried in pairs slung over the back of a horse

**percussion** (instrument family): musical instruments played by striking with the hand or stick, or by shaking, including drums, cymbals, bells, and rattles

**Renaissance**: a musical era that spans roughly 1400 to 1600 CE and saw the increase of secular music and art songs

**Rocky Mountains**: a large mountain range that runs from New Mexico all the way north to Canada

**Roots**: another term for ‘Americana’ music

**spoons**: a form of percussion where two spoons are clacked together to make a verity of sounds

**strings** (instrument family): instruments that produce their sound by vibrations of taught strings and wood bodies—examples include violins, violas, and cellos

**traditional music**: a broad term for art music of specific cultures and peoples

Definitions gathered from Merriam Webster, Encyclopedia Britannica, and the Okee Dokee Brothers Pre-Concert Study Guide
Understanding Music

Music has existed as long as humans have populated the earth. It is likely that pre-historic music was a human attempt to echo the songs of the birds or the sounds of natural events such as rain and thunder.

The human voice, body, and instruments are the tools for producing music. The oldest documented musical instrument found to date is a 35,000-year-old flute made from the hollow bones of a vulture, unearthed in Germany in 2008.

People make music to express emotions, thoughts, impressions, moods, and ideas, both personal and communal. Music can communicate in a way that is often beyond words. Music is integral to important occasions when people celebrate, pay tribute, worship, dance, and grieve.

In almost every culture, music is woven into everyday life through lullabies, work songs, children’s songs and games, love songs, and songs for other common place events.

Music starts with sound: what we hear and how it is ordered or organized. Though music is a universal experience, what sounds like music to one person can be noise to another. The response to the question “what is music?” is always in the ear of the listener. Whether or not a series of sounds comprise music depends on prior musical experiences, culture, when and where one lives, and who we are.

Music can be improvised, composed, or handed down from one person to another. Musical notation captures some music, but much of the world’s music was and is remembered through oral tradition.

Humans engage in music through the fundamental processes of creating music, performing music, and responding to music. Music creators improvise, arrange, invent, and compose music. Performers sing and play instruments. Listeners respond to music when they describe, analyze, interpret, and evaluate music.

Understanding Music and Music in the Classroom sections of this guide were written by Joanna Cortright, Music Education Consultant.

Okee Dokee Brothers Band
Understanding Music

Music Elements Web Diagram

Form: the organization or structure of the musical events within the music. Same, different, verse, refrain, phrases, sections are aspects of form.

Tone Color: or timbre, refers to the quality of the sound. Vocal, instrumental, electronic, and environmental are aspects of tone color.

Rhythm: the time element of music; the flow of the music through time. Beat, pattern, duration, tempo, and meter are aspects of rhythm.

Texture: the simultaneous combination of musical lines and the density of the layers of musical components.

Elements of Music*: The key properties of music are called the elements of music. Melody, rhythm, harmony, dynamics, tone color, texture and form are used by performers, composers, and other musical creators to make music and communicate meaning. But the true determination of what the music means happens in the meeting of sound and the human mind.

Dynamics: volume or intensity of sound, the degree of loudness, softness, or changing volume.

Harmony: the vertical arrangement of the pitches when pitches sound out simultaneously – how the music sounds when pitches are stacked up. Chords, key, tonality and modulation are aspects of harmony.

Melody: a series of pitches that add up to a recognizable whole. It is the aspect of music we remember the best. A melody begins, then moves forward in a direction, changes direction, and creates the shape of a melody.

*In accordance with the Minnesota State Arts Standards

Understanding Music and Music in the Classroom sections of this guide were written by Joanna Cortright, Music Education Consultant.
Music in the Classroom

Use this activity as a first step when using music to introduce cultural studies, history, or writing.

**Earobics**
Responding to Music: Describe, Analyze, and Interpret

**Description:** EAROBICS is a simple descriptive process that helps students work collaboratively to communicate original thoughts, prior knowledge, and opinions about a piece of music. A group of students will notice and articulate many more ideas and insights than any individual student. The concepts that they generate can later be used in discussions or written work related to the music, or when they speculate about the meaning of the music. It is a useful tool to use when introducing music from diverse cultures or unfamiliar genres.

**Objectives/Learning Goals:**
- Students will listen, reflect, and develop a collaborative description of a musical work performed by the artists.
- Students will analyze and interpret the music as they make connections to prior knowledge, other music, and the world.

**Materials:**
- Recording of The Okee Dokee Brothers’ *Through the Woods:*
  https://youtu.be/HBqVDCqLWB4
  OR available on Spotify and other streaming services, as well as on a physical CD at your local library or through an Interlibrary Loan.
- Chart paper or chalk board space for mapping; chalk or markers

**Process:**
**Do not reveal the title** or anything else about the music, but explain the process before you begin. Students will exercise their ears and brains without your input.

1. Draw the center circle of a brainstorm web on chart paper or board.
2. Place markers/chalk nearby.
3. Write “What do you notice about this music?” and say it out loud.
4. Play the music without comment.
5. Students listen closely to the music.
6. When they have an idea for the web, they walk quietly to the board and write a response. Doodles and quick sketches also work.
7. Students can also respond by adding an “X” to a prior response.
8. Keep playing the music as long as students continue to respond.
9. Ask “What else to you notice?” from time to time to keep them focused.

**Do not add your own ideas or opinions** to the students’ description, but do ask them, “What else do you notice?”

When the pace of responses slows down, add a second question, “What does the music remind you of?” Provide more paper or space for the second question.

Read the responses out loud to hear their collective wisdom. (Student readers – with energy and conviction!)

Congratulations on their deep listening and thinking. Ask if they are ready to hear the title and more information about the music – they always say yes!
Activities and Discussion Questions Grades PK-3

Activity #1: Instrument Improvisation

Description: The people who first played Folk, Bluegrass, and Old-Time music often used musical instruments they crafted themselves out of ordinary objects they found around them – kitchen utensils, machine parts, paper bags, scraps of wood, metal cans, bottles, and even animal bones. Students will utilize found objects from the environment around them (classroom, playground, home, etc.) to make music.

Objectives:
- Students will identify objects that can be used as instruments.
- Students will create sounds and improvise on found instruments from school and home.

Directions:
PART I - Objects Around the Classroom
1) Invite students to look around the classroom and suggest items that could be used to make music.
2) Collect suitable suggested items at the front or middle of the classroom so they are all together.
3) Starting with the first object, invite students to brainstorm all the ways one could make a sound with the object. Some examples include tapping, blowing, plucking, hitting (with hands or a stick), shaking, scraping, banging together, etc.
4) Demonstrate each suggested way of making a sound to show if creates a desirable sound or not. Keep track of what works and what does not work for each object.
5) Once all collected objects have been tested out, invite one student per object to take turns “playing’ an instrument. Continue to rotate students until all have a chance to participate.

PART II - Circle Game
1) Invite students to sit in a circle.
2) Invite one student to take an object and improvise a way to play it. This improvisation should be brief lasting no more than a couple of seconds.
3) The student will then pass the object to a student sitting next to him or her. Invite the next student to repeat the previous improvisation, as well as add their own short idea at the end.
4) This repeats until all have gone so that the improvisation gets longer and longer. If a large class, feel free to break into groups or start a fresh improvisation halfway through. Whatever works best for your class and age level.

PART III - Objects Around the House
1) Invite students to look for suitable objects at home that could be played similarly to the objects played at school. They should create a list of several objects that would work as a found instrument, and bring in one example.
2) Invite students to demonstrate how they’d like to make music on their examples from home.
3) With all students together, create a simple rhythm that everyone can play at the same time on their found instruments.
4) Record their “performance” and if possible, share with their parents or others in the school to show what the class has created!

Discussion Questions:
1) What were some of the ways you made music with the found objects?
2) Did anyone come up with surprising ideas? Did you get any new ideas from your classmates?
3) What kind of found objects do you expect to see used as instruments during the performance?

Modified from activities in the Okee Dokee Brothers Pre-Concert Study Guide (©Okee Dokee Music LLC). Used with permission.
Activities and Discussion Questions  Grades PK-3

Activity #2: Folk Dancing

Description: Old-Time music was developed to accompany the folk dances of Appalachia. One such type of folk dancing is called clogging. Students will learn a few basic clogging steps, and then use what they’ve learned to dance with a song.

Objectives:
• Students will learn about clogging.
• Students will utilize what they’ve learned to dance along with a song.

Duration: one class session

Materials:
• An upbeat Okee Dokee Brothers song: http://open.spotify.com/artist/2Rm79R0322WMEN5x3OHMQe
• Beginner clogging videos: https://youtu.be/am11SsM3Eo8
• Open space for dancing
• Speakers to play music

Directions:
PART I - Learn How to Clog
1) Navigate to the beginner clogging video playlist listed above.
2) Invite students to follow along to videos 1 through 5 of the playlist. Be sure to allow ample time with each video for students to learn and practice each step before moving on to the next one. Attempt to cover the following steps:
   - Toe Heels
   - Heel Strut
   - Run or Double Toe Step
   - Rock Step
   - Basic
3) Split students into partners or small groups and invite them to show off what they’ve learned with each other.

4) Remind students that the footwork is the most important aspect to clogging and the arms/hands don’t require much movement.

PART II - Dance Along to a Song
1) Turn on your favorite upbeat Okee Dokee Brothers song, or one that the class is already familiar with. Some examples from the Through the Woods album include ‘Hillbilly Willy’, ‘Riddle & Rhyme’, and ‘Tiny Little Life’.
2) Invite student to dance along with some of the clogging steps that they’ve just learned. The goal is to get students up and moving along with the song, not necessarily perfect clogging form.
3) Encourage students to add their own personal touch to the movement.
4) Invite students to volunteer to show off their dance moves to the entire class.
5) Pick one more songs for students to dance to, inviting them this time to try some more creative steps and motions.

Discussion Questions:
Before the Performance
1) What did you notice watching the instructional videos?
2) What did you notice watching your classmates clog?
3) What was it like clogging to the Okee Dokee Brothers songs? How was it different to dancing to no music? Did it feel different dancing with music after dancing without it? How?

After the Performance
1) Were there any moments in the performance that surprised you? If so, what were they?
2) Were there certain songs that made you want to get up and dance? If so, do you remember what the songs were talking about?
3) What was your favorite part of the show?
Activity #3:  
Make Your Own String Instrument!

Objectives: 
- Students will understand the sound and mechanics of stringed instruments  
- Students will create their own string instrument

Duration: One class session

Materials: 
- wire clothes hanger for each student
- two pieces of nylon string (each a few feet long) for each student
- instrument sound clips

Directions: 
PART I - Preparation
1) As a class, click on various string instruments to hear examples of their sounds (link above).  
2) Invite students to share what stands out to them about each instrument and what each sound reminds them of.  
3) Once the students have listened to the sound clips, read about the string instruments on each page, particularly how they are built and how they produce sound.

PART II - Make a String Instrument
1) Invite students to tie two ends of one string across the bottom of a hanger.  
2) Then invite them to tighten the string until the bottom hanger wire bends up out of the way, and tie the string so it stays tight with their hand.  
3) Invite students to “play” the incomplete instrument by plucking the string.

4) Invite students to take a second length of string about three feet long and tie one of its ends to something solid, then pull the other end tight with their hand.  
5) Invite students to now “play” it by plucking it. This is the bow.

PART III - Playing the Instrument
1) Invite students to use the bow that they made and pull it across string attached to the clothes hanger.  
2) Help students note that the tighter the string is, the higher the note will be.  
3) Encourage students to experiment with the sounds they can now create with their new instrument.

Discussion Questions: 
1) How is your hanger string instrument similar to an actual fiddle/violin? How is it different?  
2) How do you think your instrument produces sound?  
3) Does your instrument produce different sounds based on how you hold the string? Why or why not?  
4) If you were to write a song, what would it be about and what instruments would you use to express it?
### Activity #4: Wildlife Exploration

**Description:** Each of the three areas the Okee Dokee Brothers have explored for their Adventure Albums have different ecosystems and wildlife along the way. Groups of students will explore one of the albums paths (Mississippi River, Appalachian Trail, or the Great Divide) to create a class book about the wildlife found in each region.

**Objectives:**
- Students will research and gain further understanding of different ecosystems
- Paper, pencils, pens, markers, etc.

**Duration:** One to two class sessions

**Materials:**
- online and book references for research
- two pieces of nylon string (each a few feet long) for each student

**Directions:**

1) With the class, explore each of the three Adventure Journals (blogs) created by the Okee Dokee Brothers made while creating their Adventure Albums:
   - Mississippi River: mississippialbum.blogspot.com
   - Appalachian Trail: appalachianalbum.blogspot.com
   - Great Divide: westernalbum.blogspot.com

2) Even though students will not be directly taking these adventures like the Okee Dokee Brothers did, they will explore the wildlife found in each of these areas.

3) Divide students into teams of two to three people.

4) Invite each team to count off by fours.

5) Assign each team to research the plants or animals from the category below that corresponds to each number:
   - 1 - fish
   - 2 - birds
   - 3 - mammals
   - 4 - plants

6) Point students in the right direction of both online and written resources that can help in their exploration.

7) From their research, invite students to write and illustrate a brief (one page) report. Information to be included are items such as the diet (if applicable), habitat, lifecycle, food chain status, predator/prey relationships, etc.

8) Assemble all reports to create a class Adventure Journal for all areas. Reports can also be scanned to create a blog if that medium is desired.

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### Discussion Questions:

1) What were some of your favorite plants and animals that you discovered in your research?
2) Was there anything you learned that surprised you?
3) Are their certain plants and animals you are more likely to see than others? Why or why not?
4) What kind of wildlife do you see in your city or town? What is your favorite?
5) If you could go on adventure, where would you go and why? What kinds of things would you do?
6) Why do you think the Okee Dokee Brothers like going on trips to make their Adventure Albums? What advantages and disadvantages do you think these trips have for music making?
7) If you could ask the musicians one question, what would it be and why?
Resources

<table>
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<th>Location</th>
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| **Cedar Cultural Center**  
  [www.thecedar.org](http://www.thecedar.org)  
  Located near downtown Minneapolis, the Cedar hosts a variety of musical events with genres such as jazz, folk, blues, and zydeco/Cajun. Their mission is to promote inter-cultural appreciation and understanding through music and dance. |
| **Homestead Pickin’ Parlor**  
  [www.homesteadpickinparlor.com](http://www.homesteadpickinparlor.com)  
  Located south of Minneapolis in Richfield, the Homestead Pickin’ Parlor specializes in acoustic music recordings, instruments, accessories, and instruction. They also host events, workshops, and weekly jam sessions. |
| **Mniówe / Water Bar**  
  [dakota.org](http://dakota.org)  
  [water-bar.org](http://water-bar.org)  
  [healingplacemn.org](http://healingplacemn.org)  
  a collaboration between Water Bar, Healing Place, and Dákȟóta lápí Ḍakhólitíyé (Dakota Language Society). Mniówe (a place for getting water) is the indigenized adaptation of Water Bar, a social space for sharing water stories. Learn about indigenous philosophies, relationships and practices relating to Mní (water) that have allowed Dakota people to thrive in this area for millennia. |
| **Granite City Folk Society**  
  [www.granitecityfolk.org](http://www.granitecityfolk.org)  
  Founded in 1988 and located in St. Cloud, this non-profit organization is dedicated to bringing local, regional, national, and international concert folk music to St. Cloud and all of central Minnesota. |
| **MacPhail Center for Music**  
  [www.macphail.org](http://www.macphail.org)  
  A non-profit music education center based out of Minneapolis. It offers music learning in a variety of settings and styles for all ages in 5 locations and 105 community partnerships statewide. |
| **Music Makes Us Whole**  
  [www.musicmakesuswhole.org](http://www.musicmakesuswhole.org)  
  An initiative of several Minnesota organizations that believe every child deserves a rich music education. They offer information about what quality music education looks like and how to advocate for it. |

**Book Resources**

- Riggs, Kate: *Folk Music* (Creative Education, 2008). [Children’s book with illustrations]

**Online Resources (Get outdoors!)**

- Minnesota State Parks/Department of Natural Resources: [www.dnr.state.mn.us](http://www.dnr.state.mn.us)
- Metropolitan Council Regional Parks: [metro council.org/Parks.aspx](http://metrocouncil.org/Parks.aspx)
- U.S. National Park Service: [www.nps.gov](http://www.nps.gov)
- U.S. Forest Service: [www.fs.fed.us](http://www.fs.fed.us)
- U.S. Bureau of Land Management: [www.blm.gov](http://www.blm.gov)
- Wilderness Inquiry, based in Minneapolis: [www.wildernessinquiry.org](http://www.wildernessinquiry.org)

**Online Resources (Music)**

- Okee Dokee Brothers YouTube channel: [youtube.com/user/OkeeDokeeBros](http://youtube.com/user/OkeeDokeeBros)
- Okee Dokee Brothers website: [okeedokeyoke.org](http://okeedokeyoke.org)
- Artists’ Mississippi River Adventure blog: [mississippialbum.blogspot.com](http://mississippialbum.blogspot.com)
- Artists’ Appalachian Trail Adventure blog: [appalachianalbum.blogspot.com](http://appalachianalbum.blogspot.com)
- Artists’ Western (Great Divide) Adventure blog: [westernalbum.blogspot.com](http://westernalbum.blogspot.com)
- Okee Dokee Brothers interview with David Holt, an expert in Mountain Music: [youtu.be/st1cSsSjxgA](http://youtu.be/st1cSsSjxgA)
- Okee Dokee Brothers interview with the Bluegrass-playing Wright Family: [youtu.be/foMNssbxz-Q](http://youtu.be/foMNssbxz-Q)
- Okee Dokee Brothers interview with Radmilla Cody about Navajo culture: [youtu.be/mu2NNTbeFtk](http://youtu.be/mu2NNTbeFtk)

*please consult with your school or district’s IT professionals if you have having trouble accessing these FREE online resources. Often times they will be able to grant special access to these sites on a as needed or justified basis. If they refuse access to YouTube, please contact Ordway Education for assistance in obtaining these videos through other means if you wish to use them in your classroom.*
My Review!  Okee Dokee Brothers

You are a reporter for your school's newspaper!
Write and illustrate a review article to inform others about the performance you just saw.
Name your article, illustrate a moment in the music, and write about the performance!

Title:

I saw ____________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

I heard __________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

The music made me feel ________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

The performance reminded me of ______________________

_____________________________________________________________________________________

My favorite part of the music was ______________________

_____________________________________________________________________________________

_____________________________________________________________________________________

I wish I had seen more ______________________

_____________________________________________________________________________________

_____________________________________________________________________________________

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19
Ordway School Performance Frequently Asked Questions

BEFORE ARRIVAL:
- Please include all students, teachers, and chaperones in your ticket order.
- Order buses to arrive at the Ordway at least 15-20 minutes prior to your performance start time.
- Performance Length:
  *Performing Arts Classroom performances are approximately 50-60 minutes long.
  *Broadway Songbook performances are approximately 90 minutes long.
  Plan bus pick-up time accordingly.
- Please be aware of your bus number so the Ordway staff can better direct you once the performance is over.
- Inform students that there is no food, drink, or gum allowed at the Ordway.
- Remember to turn off all cell phones and other electronic devices before the performance begins.
- Study guides should be received around 3 weeks prior to the performance and will also be posted online at www.ordway.org/education/studyguides/.

WHILE AT ORDWAY:
Seating:
- Performances are general admission; groups will be seated by seating chart upon arrival.
- Seating is determined by many factors at the Ordway. We take into consideration special needs, group size, and grade level.
- Please allow ushers to seat your entire group, then you can rearrange students, and take groups to the bathroom, etc.

In the theater or hall:
- In case there is a medical emergency notify the nearest usher who will call the paramedic on duty.
- If an item is lost while your group is still at the Ordway please see an usher. If your group is no longer at the Ordway please contact the Stage Door at 651.282.3070.
- Ushers will do their best to respond to behavior issues; if you see students disrupting your students’ theater experience or that of other students, please notify an usher.
- Dismissal is determined by seating arrangement and will not necessarily reflect the order that buses are lined up outside. The Ordway staff will be stationed outside with bus order lists to help you find your buses. Often we have multiple buses for one school. Therefore, please remember your bus number.

AFTER LEAVING ORDWAY:
- Please return the survey in the back of the study guides. Any comments and suggestions are appreciated. Fill out and return the bus reimbursement sheet in the performance study guide or online to receive your school’s bus reimbursement.

If you have any additional questions, please call the education hotline at 651.282.3115 or e-mail Sarah Wiechmann at swiechmann@ordway.org.
Safety is our highest priority! Please follow the directions of police, security personnel, and Ordway staff AT ALL TIMES.

**Initial drop-off:** Order buses to arrive at the Ordway at least 15-20 minutes prior to your performance start time. Buses should arrive traveling eastbound on West 5th Street (one-way) and turn right onto Washington Street. Buses will be parked in front of the Ordway to unload. Please **WAIT** until an Ordway staff member greets you at your bus and asks you to begin unloading. This is to ensure the safety and efficiency of unloading for all, so we thank you for your patience.

**Bus plans to stay:** If your bus plans to stay for the duration of the performance, it will be moved to West 4th Street (or down Washington St. if W 4th St. becomes full). Ordway staff will be stationed outside following the performance with bus order lists to help you find your buses—please remember your bus number for this. Buses parked along W 4th St. should exit once given the all clear by turning right onto Market St. and proceeding to Kellogg Blvd.

**Bus plans to leave and then return:** If your bus needs to leave and then return (or a different bus is returning), the bus will pull forward on Washington St. when given the all clear after drop-off and will proceed to Kellogg Blvd. Returning buses should again utilize West 5th St. and then turn right onto Washington St. Returning buses will line up on Washington St. according to security personnel directions. Ordway staff will be stationed outside following the performance with bus order lists to help you find your buses—please remember your bus number for this. Buses parked along Washington St. should exit once given the all clear by continuing down Washington St. and proceeding to Kellogg Blvd.
Okee Dokee Brothers Performance Evaluation

Thank you for choosing the Ordway and attending a School Performance for your field trip. Please take a moment to complete this evaluation following the performance. You may also fill out the online evaluation sent to you via email.

Please return the evaluation as soon as possible. Your comments and suggestions are greatly valued, as they help us offer you and your students better services in the future. Thank you again!

School Information

School: ________________________________

Your name: ____________________________

E-mail Address: _________________________

Grades of Students attended: __________

Number of Students attended: __________

Study Guide Review

Which sections of this guide did you use? (check all that apply)

☑ About the Ordway
☑ Coming to the Performance
☑ About the Artist
☑ About the Performance
☑ Vocabulary
☑ Understanding Music
☑ Activities/Discussion Questions
☑ Local/Internet/Book Resources

Please write any comments or suggestions regarding the Study Guide:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Which types of resource lists are most useful for you:

☑ Websites
☑ Local Arts & Cultural Organizations
☑ Multimedia Resources
☑ Other Suggestions: __________________________

Performance Review

How well did the show connect to the classroom? (i.e. curricular areas, graduation standards, social skills, etc.)

☑ Excellent
☑ Good
☑ Average
☑ Poor
I rated it this way because...
________________________________________________________________________

How well did you feel your students identified with the performance/performers? (i.e. culturally, through the art form, wanted to meet the artist, etc.)

☑ Excellent
☑ Good
☑ Average
☑ Poor
I rated it this way because...
________________________________________________________________________
Performance Evaluation (cont.)

Experience Review
Rate your overall experience at the Ordway, please explain your answer:
☐ Excellent
☐ Good
☐ Average
☐ Poor
I rated it this way because...

________________________________________________________________________

Did you and your students feel comfortable and welcome at the Ordway?
☐ Yes  ☐ Indifferent  ☐ No

What do you feel the value of Ordway’s programming is to your students?
________________________________________________________________________
________________________________________________________________________

What overall improvements could be made?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Do you see cultural benefits for students attending the Ordway performances? (i.e. learning about the language, tradition, arts, etc. of other cultures)
☐ Yes  ☐ Indifferent  ☐ No

If yes, what cultural benefits do you see?
________________________________________________________________________
________________________________________________________________________

Do students attend the Ordway school performances:
☐ Multiple times a year
☐ Once a year
☐ Once every few years
☐ Other: __________________________

Please rate the most important factor when deciding to bring your students to the Ordway, one being the most important and five being the least.

☐ Multicultural performances
☐ Ticket Cost
☐ Bus Reimbursement
☐ Study Guides
☐ Other: __________________________

Additional Comments:
________________________________________________________________________
________________________________________________________________________

☐ Please check here if we do not have permission to quote or paraphrase your comments or name in future publications or funding proposals

Please Return to:
Ordway Education
345 Washington Street
Saint Paul, MN 55102
or fax 651.215.2135

NO LATER THAN SIX WEEKS FOLLOWING THE PERFORMANCE
17-18 Bus Reimbursement Form

To receive a bus reimbursement for attendance to one of the Ordway’s School Performances*, please:

☐ Fill out this form. All lines should be filled in.
☐ Attach a paid copy of your transportation bill. **
☐ Attach a completed evaluation or fill one out online (a link is emailed after the show)
☐ E-mail, mail, or fax all documents no later than 6 weeks after your performance to:
  Bus Reimbursements
  Education at The Ordway
  345 Washington Street
  Saint Paul, MN 55102
  Fax: 651.215.2135
  educationsales@ordway.org

Questions? Please call the education hotline at 651.282.3115

School Name ________________________________________________________________

School Address ____________________________________________________________________________

City __________________________ State ___________ Zip __________________________

County ________________________________________________________________

School Phone __________________________ Fax ________________________________

Order Contact Name_________________________ & E-mail __________________________

Office Contact Name ______________________ & E-mail __________________________

Performance __________________________ Date and Time __________________________

# of students ______________ # of buses for which you are requesting payment ____________

<table>
<thead>
<tr>
<th>City/Region/School District</th>
<th>Subsidy amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minneapolis Public Schools and Saint Paul Public School Districts</td>
<td>100%</td>
</tr>
<tr>
<td>Seven County Metro including Anoka, Carver, Dakota, Hennepin, Ramsey, Scott &amp; Washington Counties</td>
<td>Up to $180.00 per Bus</td>
</tr>
<tr>
<td>Outside Seven County Metro</td>
<td>Up to $450.00 per Bus</td>
</tr>
</tbody>
</table>

*Eligible performances for bus reimbursement include those in the Performing Arts Classroom Series and the Children’s Festival School Week

** For all schools outside of the Saint Paul Public Schools (SPPS) and Minneapolis Public Schools (MPS), the Ordway will send the reimbursement check to your school. SPPS and MPS should request that district transportation forward their bus bill directly to the Ordway.