

Family
TRADITION
THE WILLIAMS FAMILY LEGACY

Co-Presented by  SUNTRUST 

TEACHER'S GUIDE



HONOR THY MUSIC®

Family TRADITION:

THE WILLIAMS FAMILY LEGACY

Co-presented by SunTrust and Ford Motor Company

TEACHER'S GUIDE

This teacher's guide contains lessons and resources designed to help teachers prepare students for an in-depth tour of the exhibit *Family Tradition: The Williams Family Legacy*, Co-Presented by SunTrust and Ford Motor Company. It can also be used as a stand-alone unit about Hank Williams and his family's contributions to American music. The lessons address specific curriculum objectives in language arts, math, music, and social studies for students in grades 3-12.

All curricular connections are based on the Tennessee State Curriculum Standards, and the activities can be used as interdisciplinary teaching tools. *Teacher Tips*, included in some of the lessons, provide more detailed instructions or suggestions for ways teachers can adapt lessons to the particular needs and backgrounds of their students. The lessons may be taught over several weeks or condensed into several class periods. Each lesson lists an estimated preparation time and teach time.

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ADULT SUBJECT MATTER:

There are a few topics addressed in the *Family Tradition* exhibit and this teacher’s guide that are considered adult subject matter. Hank Jr. is an avid hunter and gun collector. To illustrate this, some of his guns and a grizzly bear he killed are on display. While alcoholism is not the focus of the exhibit, it is a reality of the Williams family story. You will find mention of it in the exhibit as well as in the lessons that follow.



The Williams family in their Nashville, Tennessee home, circa 1950.
Left to right: Lycrecia, Audrey, Randall (Hank Jr.), and Hank Sr.

Pre-Visit Lessons

1 | WHAT DO YOU KNOW ABOUT HANK WILLIAMS AND HIS FAMILY?

TENNESSEE STATE CURRICULUM STANDARDS

English Writing

Student Performance Indicators: 301.3.1, 4.01.3.6, 5.01.3.1, 6.01.3.3, 7.01.3.9, 8.01.3.12

High School Checks for Understanding: 3001.3.3, 3002.3.3, 3003.3.3, 3005.3.3

Research

Student Performance Indicators: 301.4.1, 401.4.1, 501.4.1, 601.4.2, 701.4.3, 801.4.2,

High School Course Level Expectations: 3001.4.2, 3002.4.2, 3003.4.2, 3005.4.2

Music

6.0 Students will listen to, analyze, and describe music.

Learning Expectations: 6.2 (3, 6-8, 9-12), 6.3 (4,5)

7.0 Students will evaluate music and music performances.

Learning Expectations: 7.1 (4,5 6-8, 9-12)

Objective: Students will create a list of things they already know about Hank Williams and his family, as well as a set of statements about what they would like to learn. After visiting the museum, students will adjust these statements or add additional knowledge to assess what they learned.

Prep Time: None

Materials: paper, pencil

1.Create an KWL Chart

Prior to visiting the *Family Tradition* exhibit, create a KWL brainstorming chart with your class to generate class discussion and to examine what students already know about Hank Williams and his family, as well as what they would like to learn during their museum visit. This is a chart with three sections or columns, one for each letter K, W, and L. The K section is what students already know about the Williams family. The W section represents what students want to learn about the Williams family.

The L column should be filled out after your museum visit, and will include what students learned about Hank Williams and his family.

K	W	L

In order to elicit more responses from students, you may want to encourage them to discuss the Williams family with parents or other adults. Students can take notes during their conversations and bring them to class. Older students could research Hank Williams and his family on the Internet or at the public library.

TEACHER TIP:

You may choose to make this an individual activity by asking students to create their own KWL chart. They could also take these charts and add to them during their visit to the museum exhibit.

2. Listen to Hank Williams’s song “Hey Good Lookin”

Introduce students to Hank Williams’s musical style and songwriting by playing his recording of “Hey Good Lookin” (Track # 7 on accompanying CD). After listening to the song, ask students the following questions:

1. Do you like this song? Explain.
2. How would you describe the song?
3. What do you think the song is about?
4. Do you like the way Hank Williams’s voice sounds? Why or why not?
5. How would you describe Hank Williams’s voice?
6. How would you describe his musical style?
7. Does Hank Williams’s music remind you of any other music you have heard? Explain.

2 | FAMILY TRADITION

TENNESSEE STATE CURRICULUM STANDARDS

Social Studies
Culture

1.0 Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectation 1.01 (3-8)

Individuals, Groups, and Interactions

6.0 Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

7.6.spi1, 8.6.spi4; High School United States History

English
Writing

Grade Level Expectations: 301.3.3, 401.3.3, 501.3.2, 601.3.1, 701.3.1, 801.3.1

High School Checks for Understanding: 3001.3.1 3002.3.1, 3003.3.1, 3005.3.1

Language

Student Performance Indicators: 301.1.5, 401.1.4, 501.1.3

Grade Level Expectations: 601.1.1, 701.1.1, 801.1.1

High School Course Level Expectations: 3001.1.1, 3002.1.1, 3003.1.1, 3005.1.1

Communication

Checks for Understanding: 301.2.1, 401.2.1, 501.2.1, 601.2.3, 701.2.3, 801.2.3

High School Checks for Understanding: 3001.2.3, 3002.2.3, 3003.2.3, 3005.2.3

Media

Grade Level Expectations: 301.7.2, 401.7.2, 501.7.2, 601.6.2, 701.7.2, 801.7.2

High School Checks for Understanding: 3001.7.4, 3002.7.4, 3003.7.4, 3005.7.4

Research

Grade Level Expectations: 401.4.1, 501.4.1, 601.4.2, 701.4.2, 801.4.2

High School Course Level Expectations: 3001.4.2, 3002.4.2, 3003.4.2, 3005.4.2

LESSON A

Objective: Students will define, discuss, and explore the concepts of family, tradition, and family traditions.

Prep Time: Thirty minutes or length of time it takes to gather picture books listed below

Materials: paper, pencils, picture books, scrapbook materials

Vocabulary: family, tradition, family tradition

1. The museum’s exhibit, *Family Tradition: The Williams Family Legacy*, includes “Family Tradition” in its title because Hank Williams’s son, Hank Jr. wrote a song with that title. The questions and definitions below further explore the concept of family tradition.

Use the following questions and definitions for class discussion. Allow students to share their ideas about family and tradition before giving them the following definitions or asking them to look them up in the dictionary.

Family:

Parents and their children, considered as a group, whether dwelling together or not; any group of persons closely related by blood, as parents,children, uncles, aunts, and cousins. *Dictionary.com Unabridged (v 1.1)*.
<http://dictionary.reference.com/browse/family>

Use the following questions for class discussion:

What is it that makes a family? Are there necessary basic components? Do you need parents and children to make a family? Do you think people who do not share the same blood can be in the same family?

Do you have to live together to be a family?

Tradition:

The handing down of statements, beliefs, legends, customs, information, etc., from generation to generation, especially by word of mouth or by practice. *Dictionary.com Unabridged (v 1.1)*.
<http://dictionary.reference.com/browse/tradition>

Family Tradition:

Using the two previous definitions, allow students to develop their own definition of a family tradition. Have students provide examples of their own family traditions. You may want to provide some examples of your own or use the following: (every Sunday, the whole family goes to grandmother’s for lunch; every January, our family goes to the circus and we have popcorn and cotton candy; whenever it snows, we build snowmen, make snow angels, sled, then come inside for some hot chocolate and marshmallows).

TEACHER TIP:

Another way to begin a discussion with younger students about families and family traditions is to explore families in literature. Please see the Helpful Resources section for suggested books on this topic. (p. 36) See a list of books in the Teacher’s Guide bibliography.

2. You may choose to do one or all of the following activities with your students to further develop the concept of family tradition.

1. Ask students to write a letter to a friend telling them about their favorite family tradition(s).

2. Older students can write about a family tradition in their journal to be shared with the class or in small groups.

3. Grandparents and family members are a wealth of information when it comes to discovering family traditions from the past. Encourage your students to interview an older family member about their family traditions as a child. Prior to sending students home to conduct an interview, spend some time discussing appropriate questions and developing a list for students to take home. For example,

- What are your fondest memories as a child?
- Were there particular traditions your family had at different holidays (Christmas, Easter, birthdays, etc.)?

- What activities did you and your family do for fun? (Prepare special foods or recipes? Create crafts together?)
- Did you share songs with one another? If so, what songs?
- Did you or do you play a particular instrument?

Upon completion of the interview, students could write a compare/contrast essay examining how family traditions have changed through the generations.

4. Share or create a scrapbook page. Many students may have access to scrapbooks representing family activities and traditions. Students could share these with the class. Students could also create their own scrapbook page showcasing their favorite family tradition(s). This would also be an opportunity for teachers to share a glimpse of their own lives with family photo albums and/or scrapbook pages.

5. Develop a *Family Tradition* bulletin board. This could contain student writings, related photographs, and/or illustrations depicting the students’ family traditions.

TEACHER TIP:

The museum exhibit contains interactive touchscreens with photos of pages of Williams family scrapbooks. This activity is a great opportunity for students to make a connection to their own families.

LESSON B

Objectives:

1. Students will examine who makes up the Williams family.
2. Students will examine their own family tree and traditions.

Prep Time: Fifteen minutes or time it takes to examine Web sites listed below

Materials: paper, pencil, copy of Williams family tree (page 6) and family photographs (poster), copies of your own (teacher’s) family tree if possible, construction paper, markers, twigs from home or from schoolyard, glue

Vocabulary: family tree, scrapbook

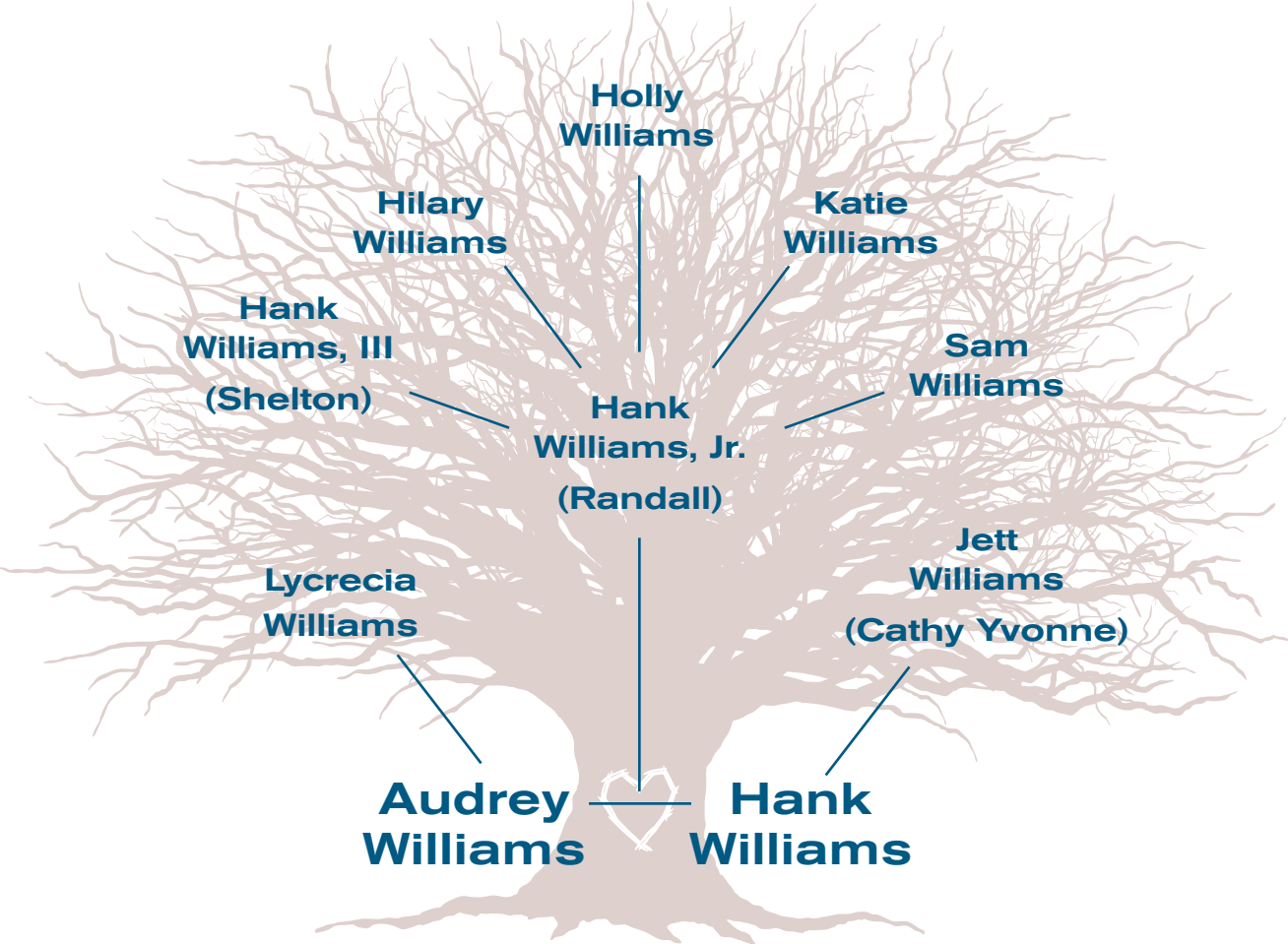
1. Share the following with students:

Hank Williams and his son, Hank Jr., both have a complicated and rich family history. Hank Williams was born with the name Hiram Williams, in Mount Olive, Alabama, on September 17, 1923, to Lon and Lillie Williams. Hank had an older sister, Irene, who was born the previous year on August 8. At the age of 21, Hank married Audrey Guy on December 15, 1944. Audrey already had a daughter, Lycrecia, who was two years old when Hank entered their lives. Hank and Audrey had a child of their own on May 26, 1949. Randall Hank Williams, later known as Hank Jr., was born in Shreveport, Louisiana. Audrey filed for divorce in January 1952. In April of that same year, Hank had a brief relationship with Bobbie Jett, who became pregnant with his child. Just months later, in October, Hank married Billie Jean Jones. Sadly, this marriage lasted only a few months as Hank Williams was reported

dead on January 1, 1953. Just five days later, on January 6, 1953, Antha Belle Williams was born. In October 1952, Hank had signed financial and custody papers taking responsibility for this child. Hank’s mother (then Mrs. Bill Stone) adopted the baby and renamed her Cathy Yvonne Stone. Later, Cathy would change her name to Jett Williams.

Hank Jr. married his childhood sweetheart, Sharon Martin, in 1967. Hank Jr. and his second wife, Gwen Yeargain Williams, had a son, Shelton Hank Williams (Hank Williams III), born December 12, 1972. Hilary Williams, born February 26, 1979, is the daughter of Hank Jr. and his third wife, Becky White Williams. Hank Jr. and Becky had another daughter, Holly Audrey Williams, born on March 12, 1981. Katie Williams, born in 1992 and Sam Williams, born in 1997, are the children of Hank Jr. and his fourth wife, Mary Jane Thomas Williams.

THE WILLIAMS FAMILY TREE



Hank Williams, Sr. and Hank Williams, Jr.

2. Examine and Create a Family Tree

As you share this background information with your students, use the family tree and family pictures provided in this guide to clarify. Once students have knowledge of the members of the Williams family, have them think about their own family members and develop their own family tree. Teachers may want to share a visual example of their own family tree. Here are two fun and creative ways to develop a family tree. Students can make a family tree from a branching twig and construction paper. Direction for this activity can be found at: <http://www.enchantedlearning.com/crafts/familytree/tree/> or students may choose to make a family tree from construction paper. Directions for this activity can be found at: <http://www.enchantedlearning.com/crafts/familytree/paper/>.

3. Conduct an Interview

The music and lives of Hank Williams and Hank Jr. have touched many people across many generations. Have students interview a family member, neighbor, or family friend to find out what they know about either of these famous and fascinating entertainers. Take time to generate some possible questions in class prior to the interviews. For example,

- When were you born?
- Were you a fan of Hank Williams, Hank Jr., or both?
- Why or why not?
- What songs of Hank Williams and Hank Jr. do you like?
- What is your favorite song sung by one or both of them?
- Why do you think the music of Hank Williams is still so popular?
- What is it that makes Hank Williams or Hank Jr. such fascinating entertainers?

3 | HANK WILLIAMS: A LEGEND

TENNESSEE STATE CURRICULUM STANDARDS

Social Studies
Culture 1.0 Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations: 1.01 (6-8), 1.02 (K-5), 1.03 (K-5), 1.04 (6,7), 1.2 (High School Modern History 9-12)

Music 9.0 Students will understand music in relation to history and culture. (3-12)

English Research
Student Performance Indicators: 301.4.1, 401.4.1, 501.4.1, 601.4.2, 701.4.3, 801.4.2

High School Course Level Expectations: 3001.4.2, 3002.4.2, 3003.4.2, 3005.4.2

LESSON A

Objectives:

1. Students will define, discuss, and explore the concept of a legend.

2. Students will identify reasons why Hank Williams is considered a legend and consider others who would be viewed a legend and why.

Prep Time: None

Materials: paper, pencil

Vocabulary: legend, famous

1. Use the following questions and definitions for class discussion.

Allow students to share their ideas about what it means to be famous and what it means to be a legend before giving them the following definitions or asking them to look them up in the dictionary.

Legend:

—A romanticized or popularized historical figure, who inspires legends or achieves legendary fame. *The American Heritage® Dictionary of the English Language, Fourth Edition.*
<http://dictionary.reference.com/browse/legend>

—A non-historical or unverifiable story handed down by tradition from earlier times and popularly accepted as historical. *The American Heritage® Dictionary of the English Language, Fourth Edition.*
<http://dictionary.reference.com/browse/legend>

Famous:

—Well or widely known. *Dictionary.com Unabridged* (v 1.1).
<http://dictionary.reference.com/browse/famous>

What is the difference in being a legend and being famous? (Students should understand that anyone who is a legend is also famous, but not everyone who is famous is a legend. Legends stay “famous” because throughout many generations their stories are told and people continue to be fascinated and entertained with the idea of who they are and what they did.) In *Hank Williams: The Biography*, Colin Escott provides an excellent example of what it means to be a legend as opposed to having fame and popularity. Eddy Arnold and Red Foley, country music artists who were popular at the time of Williams’s success, actually sold far more records than Hank. However, the music of Hank Williams continues to be recognized, admired, and copied more widely today.

2. Create a drawing or a written description of a legend.

Have students draw a picture or write a description of someone they consider to be a legend. Use these in the class discussion that follows.

3. Share the following with students:

Many who knew Hank Williams would consider him thin and frail in appearance and shy and reserved—not a typical description of a man known as a legend. He is considered to have brought country music in to the modern era. He created a new style of music, full of emotion and reflective of the troubles and triumphs of life. The lasting effect of his musical style is evident in the fact that many major artists and songwriters to follow Hank Williams have cited him as a primary influence. The list includes Johnny Cash, Ray Charles, Elvis Costello, Bob Dylan, John Fogerty, Merle Haggard, Don Henley, Harlan Howard, Alan Jackson, Waylon Jennings, George Jones, Norah Jones, Kris Kristofferson, Jerry Lee Lewis, Loretta Lynn, Van Morrison, Willie Nelson, Dolly Parton, John Prine, Keith Richards, Bruce Springsteen, and Neil Young.

TEACHER TIP:

Extend this lesson by encouraging students to learn more about the artists and songwriters listed above who cite Hank Williams as a primary influence.

Hank’s death at the age of twenty-nine also contributes to his legendary appeal. His death came when he was in the prime of his popularity and success, before country music had a chance to move in a different direction. His son, Hank Jr., speaks of his father’s legendary quality in his biography *Living Proof*:

“Hank Williams’s very success was like saying to a whole class of people that, see, they were so important that one of their own could go out and make a fortune by just singing about their lives. He was a lightning rod for their hopes and dreams and their little successes and their little failures, and when he died young and forlorn, they understood, and they told the story of Hank Williams to their children. To his people, maybe he was always a legend; his music forgave them their excesses, reminded them of their good times, and never forgot that Heaven was waiting in the wings.” (p. 12-13).

4. Use the following questions for class or small group discussion.

- Why do you think Hank Williams is considered a legend?
- In the previous quote, how would you interpret what Hank Williams Jr. is saying about his father?
- If Hank Williams had lived a longer life, what do you think might have happened to his appeal and popularity? (He was 29 when he died.)
- Why do you think so many people identify with the music of Hank Williams?
- Who would be considered a legend of today and why?
- Are legends usually no longer living?

Use the following list to help your students think about people who are famous and people who are legends.

The following list is not exhaustive, but provides a few examples to help you get started.

Legends

Elvis Presley	Dolly Parton
Princess Diana	Pat Summitt
Babe Ruth	Michael Jordan
Marilyn Monroe	Nelson Mandela
Martin Luther King Jr.	Johnny Cash
Tiger Woods	Mother Teresa
Brett Favre	Gandhi
Ray Charles	

Famous

Beyonce Knowles	Johnny Depp
Miley Cyrus	Jessica Simpson
Justin Timberlake	Jessica Alba
Ashton Kutcher	Brad Pitt
Carrie Underwood	

LESSON B

Objective: Students will listen to a song and determine what the lyrics mean and how they relate to Hank Williams’s life.

Prep Time: Ten minutes to set up CD player and CD; ten minutes to make copies and / or transparency.

Materials: CD player, Teacher’s Guide CD, copy of “Midnight in Montgomery” lyrics (page 11) and observation sheet (page 13), copy of “I’m So Lonesome I Could Cry” lyrics (page 12), pencil.

1. Before sharing the following information with students, ask them the following questions:

- What do you know about Alan Jackson and his music?
- What are your favorite Alan Jackson songs?

Alan Jackson, co-writer and singer of “Midnight in Montgomery,” had this to say about writing the song and his feelings toward Hank Williams:

“Don Sampson and I wrote the song, ‘Midnight in Montgomery,’ several years ago about visiting Hank’s grave in Montgomery, Alabama, one stormy night around midnight. It’s just a little fantasy, really, but it’s a tribute to Hank. It’s always been one of my favorite songs, and it still gets a great reaction in my live shows. Most people, in or out of country music, are fans of Hank’s and consider him a legend—which he is. I feel honored to have been compared to him, and I only hope I can live up to it.”
(*The Complete Hank Williams*, p. 12)

The song tells the story of a midnight visit to Hank Williams’s grave.

2. Play “Midnight in Montgomery” by Alan Jackson (CD track #1.)
3. Distribute copies of the lyrics to “Midnight in Montgomery,” (page 11) as well as the observation sheet. Allow students to glance over the questions before replaying the CD. (Answer key: 1.b, 2.d, 3.a, 4.c)
4. Provide lyrics of “I’m So Lonesome I Could Cry” (page 12) by passing out individual copies to students, or have them available on a transparency.
5. Complete “Midnight in Montgomery” observation sheet (page 13).



Hank Williams, age 14

MIDNIGHT IN MONTGOMERY

—ALAN JACKSON—

Midnight in Montgomery. Silver Eagle. Lonely road.
I was on my way to Mobile for a big New Year’s Eve show.
I stopped for just a minute to see a friend outside of town.
Put my collar up, I found his name and felt the wind die down
And a drunk man in a cowboy hat took me by surprise
Wearing shiny boots, a Nudie suit, and haunting haunted eyes.
He said, “Friend it’s good to see you; it’s nice to know you care.”
Then the wind picked up and he was gone.
Was he ever really there?

It’s midnight in Montgomery
Just hear that whippoorwill
See the stars light up the purple sky
Feel that lonesome chill.
When the wind is right you’ll hear a song
Smell whiskey in the air.
Midnight in Montgomery
He’s always singing there.

I climbed back on that Eagle
Took one last look around.
The red tail lights
The shadow moved slow across the ground
And off somewhere a midnight train is slowly passing by
I could hear that whistle moaning
I’m so lonesome I could cry.

It’s midnight in Montgomery
Just hear that whippoorwill
See the stars light up the purple sky
Feel that lonesome chill.
When the wind is right, you’ll hear his song
Smell whiskey in the air.
Midnight in Montgomery
He’s always singing there
He’s always singing there
Hank’s always singing there.

I’M SO LONESOME I COULD CRY

—HANK WILLIAMS—

Hear that lonesome whippoorwill?
He sounds too blue to fly
The midnight train is whining low
I’m so lonesome I could cry.

I’ve never seen a night so long
When time goes crawling by
The moon just went behind a cloud
To hide its face and cry.

Did you ever see a robin weep
When leaves begin to die?
That means he’s lost the will to live
I’m so lonesome I could cry.

The silence of a falling star
Lights up a purple sky
And as I wonder where you are
I’m so lonesome I could cry.

“MIDNIGHT IN MONTGOMERY”
OBSERVATION SHEET

1. “Midnight in Montgomery” reveals a lot about who Hank Williams was. Match the following factual statements about Hank’s life with the corresponding lyrics from the song.
- | | |
|--|---|
| _____1. Hank Williams was buried in Montgomery, Alabama. | a. “...for a big New Year’s Eve show” |
| _____2. Hank performed in rhinestone-covered, cowboy/western outfits crafted by Nudie Cohn. | b. “Midnight in Montgomery” |
| _____3. Hank Williams was reported dead on January 1, 1953, but it is not known whether he died on that day or the night before. | c. “...in a cowboy hat...wearing shiny boots” |
| _____4. Hank Williams loved to dress in cowboy hats and boots. | d. “wearing...a Nudie suit” |
2. “I’m So Lonesome I Could Cry,” a hit song written and recorded in 1949 by Hank Williams, was inspired by his troubled relationship with his wife, Audrey. It was also the song Hank considered to be his personal favorite. Many of the lyrics can be found in the lyrics of “Midnight in Montgomery.”
- Read the lyrics to “I’m So Lonesome I Could Cry.” Closely examine the first and fourth stanzas of the song. What connections do you see between “I’m So Lonesome I Could Cry” and “Midnight in Montgomery”?
 - Why do you think Jackson and co-writer Don Sampson chose to use those particular lyrics in their song?
3. What overall feeling does “Midnight in Montgomery” give you? What parts of the song contribute to that feeling?
4. Why do you think the writers waited until the end of the song to mention Hank’s name?

4 | HANK WILLIAMS:
A GREAT SONGWRITER

TENNESSEE STATE CURRICULUM STANDARDS

English
Reading

Cause and Effect Student Performance Indicators: 301.5.3, 401.5.2, 501.5.2, 601.5.6, 701.5.4, 801.5.1

Compare and Contrast Checks for Understanding: 301.8.13, 401.8.15, 501.8.8, 601.5.9, 701.5.10, 801.5.10

Language

Correct Sentence Structure Grade Level Expectations: 301.1.3, 401.1.3, 501.1.3, 601.1.3, 701.1.3, 801.1.3

High School Course Level Expectations: 3001.1.3, 3002.1.3, 3003.1.3, 3005.1.3

Research

Student Performance Indicators: 301.4.1, 401.4.1, 501.4.1, 601.4.2, 701.4.3, 801.4.2

High School Course Level Expectations: 3001.4.2, 3002.4.2, 3003.4.2, 3005.4.2

Literature

High School Course Level Expectations: 3001.8.4, 3002.8.4, 3003.8.4

Check for Understanding: 3005.8.13

Music

6.0 Students will listen to, analyze, and describe music.

Learning Expectations: 6.2 (3, 6-8, 9-12), 6.3 (4,5)

7.0 Students will evaluate music and music performances.

Learning Expectations: 7.1 (4,5 6-8, 9-12)

9.0 Students will understand music in relation to history and culture.

Learning Expectations: 9.1 (4), 9.2 (3,5)

Math

Data Analysis & Probability

5.0 The student will understand and apply basic statistical and probability concepts in order to organize and analyze data and to make predictions and conjectures.

Student Performance Indicators: 3.5spi.2, 4.4spi.2, 5.5spi.1, 6.5spi.7, 7.5spi.7, 8.5spi.4

Social Studies

Geography

3.0 Geography enables the students to see, understand, and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

Learning Expectation: 3.01 (3-8)

LESSON A

Objectives:

- 1. Students will further examine the life of Hank Williams and how it contributed to his success as a songwriter.
- 2. Students will gain an understanding of the impact Hank Williams had on country music and the music industry with his many hit songs.

Prep Time: Ten minutes to set up CD player and CD; ten minutes to make copies of activity sheets

Materials: “Cause and Effect” activity sheet (page 16), CD player, lesson kit CD, “Lovesick Blues” observation sheet (pages 17-18), pencil, information sheets for Chart History Bar Graph and 14 Days on the Road (extension activities) (pages 20-21)

Vocabulary: spina bifida, post-World War II, *Grand Ole Opry*, shape-note singing, yodel, falsetto, blues, honky-tonk

1. Share the following information about Hank Williams’s life:

Hank Williams enjoyed love, admiration, and tremendous success. However, his life was also marked by heartache, pain, and tragedy. Hank was a poor, sickly child with a chronic back condition—spina bifida occulta. This condition made it nearly impossible to participate in sports like other children and later to pursue jobs such as logging or farming as many did in that day. As a result, Hank turned to music. His parents influenced his early interest in music. His father, Lon, played the Jew’s harp, and his mother, Lillie, was the organist at their church. Lillie loved to tell stories about playing with Hank by her side, singing along. Hank remembered it as well, “My earliest memory is sittin’ on that organ stool by her and hollerin’. I must have been five, six years old, and louder ’n anybody else” (Escott, p. 6). Hank got his first guitar at age eight and began attending shape-note singing school. Three years later, he met Rufus “Tee-Tot” Payne, a black bluesman. Tee-Tot taught Hank how to play forceful rhythms on the guitar, introduced him to the blues sound, and helped him stretch beyond his shyness and begin to project himself with confidence.

In his teenage years, Hank began to showcase his musical talents. He was a sensation on a local radio show, and he traveled all over, playing theaters, schools, barns,

armories, and honky-tonks. He scored his first hit, “Move It on Over,” in 1947. Less than two years later, “Lovesick Blues,” became Hank’s first #1 record and earned him an invitation to join the *Grand Ole Opry*.

In the midst of all of this, Hank met and married Audrey Mae Sheppard Guy. They had happy times, but the marriage was often turbulent. Hank’s marital problems, career pressures, and crippling back pain contributed to his severe drinking problem that was ultimately a contributing factor in his death.

National and world events helped to shape Hank’s life and perspective and found their way into his music. These include the growing independence of women after World War II, economic prosperity, and the footloose nature of post-World War II America. Hank’s songs were a reflection of the friction between old America’s traditional Christian values and post-war America’s new-found freedoms and temptations.

As Hank was living life, he was also busy writing about it. What came out were songs that everyone could relate to and understand, and when he sang, he did so as if his life depended upon every word. Different terms have been used to describe Hank’s musical style. In the 1940s when Hank was making music, it was often referred to as hillbilly music. However, when asked, Hank always called his music folk music. “Folk songs,” he said, “express the dreams and prayers and hopes of the working people.” (Escott, p. 52) Blues and honky-tonk were also terms used to describe his musical style. Despite how Hank’s music was categorized, much of his success came from the universal appeal of his music. He could lift your spirits with songs about having a good time, make you think of sadder times with music that brought back memories of failed relationships, or have you looking toward heaven’s gates with songs about religion and hope.

2. Cause and Effect Chart

Using the activity sheet provided in this guide, complete with students the cause and effect chart in order to gain a clearer understanding of Hank’s life. (Answer Key: 1.d, 2.e, 3.b, 4.c, 5.a)

3. Distribute the observation sheet for “Lovesick Blues,” which can be copied from this booklet. Then share the following with students.

“Lovesick Blues,” written by Emmett Miller, brought overwhelming success to Hank’s career. It remained at #1 for sixteen weeks and Hank closed his show with it throughout the rest of his career, even when he had many other hits to choose from. Hank had this to say about “Lovesick Blues:” “I’ve sung this song ’til honestly I’ve woke up at night singin’ it. But I don’t guess I should complain, it’s been feedin’ me for about five years. We never did miss no meals, but we postponed a few.” (Escott, p. 100)

Discuss the following question with students: What do you think Hank Williams is saying in this quote?

4. Play “Lovesick Blues,” written by Emmett Miller and performed by Hank Williams (CD Track #2).

5. Complete “Lovesick Blues” observation sheet.

TEACHER TIP

To further illustrate Hank Williams’s popularity, you may choose to do the following activities:

- Chart History on a Bar Graph (p.20) – Have students create a bar graph of Hank Williams’s hit songs that peaked from #1 to #5 on the *Billboard* charts. You will need to make copies of the information sheet for *Billboard Music Chart History* and distribute them to the class.
- 14 Days on the Road (p. 21) – Have students map the places Williams performed in a 14-day period from March 23–April 7, 1951. A map of the Southeast and Midwest (Tennessee, Indiana, Illinois, and Kentucky) and the *14 Days on the Road* information sheet will be needed.
- Shape Notes – At an early age, Hank Williams attended shape-note singing school. Use the Internet and books from the public library to discover more about shape notes and how they relate to the musical notes we are accustomed to reading today.

CAUSE AND EFFECT:
THE LIFE OF HANK WILLIAMS

Name _____ Class _____

Complete the cause and effect chart with the statements below.

Cause	Effect
1. Hank Williams was born with spina bifida.	1.
2.	2. He played honky-tonk blues music.
3. “Lovesick Blues,” Hank’s first #1 record, topped the charts.	3.
4.	4. He developed a serious drinking habit.
5.	5. He was a success because people could relate to his music—it brought joy, comfort, and hope.

- a. His music was about real life: good times, sadness, and hope for the future.

b. He received an invitation to join the *Grand Ole Opry*.

c. His life was full of marital problems, career pressures, and back pain.

d. He turned to music for entertainment and a career.

e. He was introduced to the blues by Rufus “Tee-Tot” Payne.

LOVESICK BLUES
—HANK WILLIAMS—

I got a feeling called the blues, oh Lord
Since my baby said goodbye.
Lord I don’t know what I’ll do
All I do is sit and sigh, oh Lord
That last long day she said goodbye
Well, Lord I thought I would cry
She’ll do me, she’ll do you, she’s got that kind of lovin’
How I love to hear her when she calls me sweet daddy
Such a beautiful dream
I hate to think it’s all over
I’ve lost my heart it seems
I’ve grown so used to you somehow
I’m nobody’s sugar daddy now
And I’m lonesome,
I’ve got the lovesick blues.

I’m in love, I’m in love with a beautiful gal
That’s what’s the matter with me.
Well, I’m in love, I’m in love, with a beautiful gal
But she don’t care about me,
Lord I tried and I tried to keep her satisfied
But she just wouldn’t stay,
So now that she is leaving me
This is all I can say.

Repeat first verse.

“LOVESICK BLUES”
OBSERVATION SHEET

Name _____ Class _____

For questions 1-3, circle the choices you think best answer the question as you listen to the recording played by your teacher. You may circle more than one answer.

Questions (ideal for music classes)

1. What instruments do you hear?

Banjo	Fiddle	Saxophone
Bass	Guitar	Steel Guitar
Drums	Piano	Trombone
Other:		

2. How would you describe the vocals?

Easy	Loud	Smooth
Flowing	Pounding	Soft
Hard	Rough	Twangy
Other:		

3. How would you describe the style of music?

Swing	Pop	R&B
Blues	Rock	Jazz
Country		
Other:		

For questions 4-7, write your answers using complete sentences.

4. Do you like this song? Why or why not?

5. “Lovesick Blues” is said to be Hank’s anthem in life. What does that reveal to you about Hank’s life?

“LOVESICK BLUES”
OBSERVATION SHEET (CTD.)

For music classes:

6. Read the following quote by Colin Escott in his book *Hank Williams: The Biography* as he makes reference to “Lovesick Blues”: “The brisk tempo and unusual structure, together with the yodels and little flashes of falsetto, made it wholly unlike any other country record.” (Escott, p. 97) How do you think each of these elements (the brisk tempo, unusual structure, yodels, and falsetto—high-pitched voice) contribute to the song’s effectiveness and entertainment value?

7. Considering both the style and lyrics, do you think this song would be popular today? Why or why not?

BILLBOARD MUSIC
CHART HISTORY

Peak Position (weeks)	Debut Date	Song
#4	8/9/47	Move It On Over
#1 (16)	3/5/49	Lovesick Blues
#2 (2)	5/14/49	Wedding Bells
#5	7/23/49	MindYour Own Business
#4	10/1/49	You’re Gonna Change (Or I’m Gonna Leave)
#2	11/26/49	My Bucket’s Got a Hole in It
#5	2/18/50	I Just Don’t Like This Kind of Livin’
#1 (8)	3/25/50	Long Gone Lonesome Blues
#1 (10)	5/27/50	Why Don’t You Love Me?
#5	10/7/50	They’ll Never Take Her Love From Me
#1	11/18/50	Moanin’ the Blues
#8	3/3/51	Dear John
#1	3/17/51	Cold, Cold Heart
#3	5/26/51	Howlin’ at the Moon
#2 (2)	6/9/51	I Can’t Help It (If I’m Still in Love With You)
#1 (8)	7/14/51	Hey Good Lookin’
#4	10/20/51	Crazy Heart
#9	10/20/51	(I Heard That) Lonesome Whistle
#4	12/22/51	Baby, We’re Really in Love
#2	3/1/52	Honky Tonk Blues
#2 (2)	5/3/52	Half as Much
#1 (14)	8/16/52	Jambalaya (On the Bayou)
#2	10/11/52	Settin’ the Woods on Fire
#1	12/20/52	I’ll Never Get Out of This World Alive
#1 (6)	2/21/53	Your Cheatin’ Heart
#1 (13)	2/21/53	Kaw-Liga
#1	5/16/53	Take These Chains From My Heart
#4	7/25/53	I Won’t Be Home No More

14 DAYS ON THE ROAD
FROM HANK WILLIAMS’S DATE BOOK
MARCH 23—APRIL 7, 1951

<u>FRIDAY, MARCH 23</u> Nashville, Tennessee Evening recording session at Castle Studios	Appearances for shows at 3 and 8 p.m. at the Robinson Memorial Auditorium. This begins a string of six show dates with Lefty Frizzell.
<u>SATURDAY, MARCH 24</u> Nashville, Tennessee Appearances on the <i>Grand Ole Opry</i>	<u>MONDAY, APRIL 2</u> Monroe, Louisiana Appearance at the Neville Auditorium
<u>SUNDAY, MARCH 25</u> Evansville, Indiana Appearances at the Coliseum	<u>TUESDAY, APRIL 3</u> Baton Rouge, Louisiana Appearance at the high school auditorium
<u>MONDAY, MARCH 26</u> Unknown Probably spent somewhere between Evansville, Indiana, and Decatur, Illinois	<u>WEDNESDAY, APRIL 4</u> Shreveport, Louisiana Appearance at the Municipal Auditorium, where Hank performed on the <i>Louisiana Hayride</i> from August 1948 to June 1949. Showtime for this non- <i>Hayride</i> appearance was 8 p.m.
<u>TUESDAY, MARCH 27</u> Decatur, Illinois Appearance at the Kintner Gymnasium	<u>THURSDAY, APRIL 5</u> Corpus Christi, Texas Appearance at the Schepps Palms Baseball Park
<u>WEDNESDAY, MARCH 28</u> Centralia, Illinois Appearance at the Community Center	<u>FRIDAY, APRIL 6</u> New Orleans, Louisiana Appearance at the Municipal Auditorium at an 8 p.m. show. This show also featured veteran country duo the Callahan Brothers in addition to Frizzell.
<u>THURSDAY, MARCH 29</u> Paducah, Kentucky Appearance at the Arena Theatre	<u>SATURDAY, APRIL 7</u> Nashville, Tennessee Back home to appear on the <i>Grand Ole Opry</i> .
<u>FRIDAY, MARCH 30</u> Mount Vernon, Illinois Appearance at the high school auditorium	
<u>SATURDAY, MARCH 31</u> Nashville, Tennessee Appearances at the <i>Grand Ole Opry</i>	
<u>SUNDAY, APRIL 1</u> Little Rock, Arkansas	

LESSON B

Objective: Students will compare and contrast a song performed by Hank Williams with the same song performed by other artists.

Prep Time: Ten minutes to set up CD player and CD

Materials: CD player, lesson kit CD, “Cold, Cold, Heart” observation sheet, pencil

1. Distribute the observation sheet for “Cold, Cold Heart.” Then share the following with students:

“Cold, Cold Heart,” written and recorded by Hank Williams, was a #1 hit when it was released in 1951, and it has remained popular with other musicians. “Cold, Cold, Heart” has been recorded by countless artists, including Louis Armstrong, Tony Bennett, Johnny Cash, Nat King Cole, and Norah Jones. The fact that so many artists have recognized the appeal of this song pays tribute to Hank Williams’s songwriting ability. His lyrics are truly timeless.

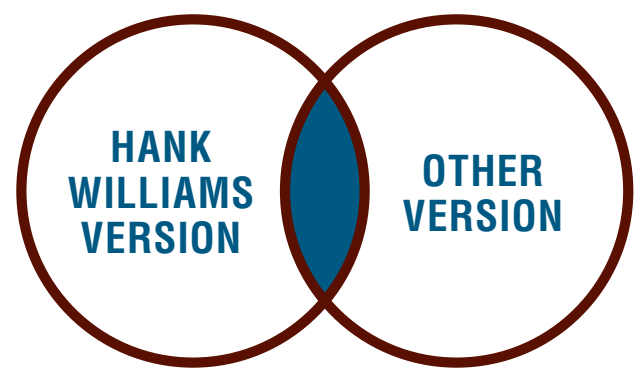
4. Play Hank Williams’s version of “Cold, Cold Heart” (track #3).

5. Play the Johnny Cash, Tony Bennett, and Louis Armstrong versions of “Cold, Cold Heart” (tracks # 4, 5, and 6).

6. Complete “Cold, Cold Heart” observation sheet.

TEACHER TIP

You could also use a Venn diagram to compare and contrast two different versions of “Cold, Cold Heart.”



Hank Williams performs live on WSM, circa 1950

“COLD COLD HEART”
OBSERVATION SHEET

Name _____ Class _____

For questions 1-3, circle the choices you think best answer the question as you listen to the recording played by your teacher. You may circle more than one answer.

Questions:

1. What instruments do you hear in this version?

Hank Williams Version

Banjo	Fiddle	Saxophone
Bass	Guitar	Steel Guitar
Drums	Piano	Trombone
Other:		

Johnny Cash Version

Banjo	Fiddle	Saxophone
Bass	Guitar	Steel Guitar
Drums	Piano	Trombone
Other:		

Tony Bennett Version

Banjo	Fiddle	Saxophone
Bass	Guitar	Steel Guitar
Drums	Piano	Trombone
Other:		

Louis Armstrong Version

Banjo	Fiddle	Saxophone
Bass	Guitar	Steel Guitar
Drums	Piano	Trombone
Other:		

2. How would you describe the vocals in the version?

Hank Williams Version

Easy	Loud	Smooth
Flowing	Pounding	Soft
Hard	Rough	Twangy
Other:		

Johnny Cash Version

Easy	Loud	Smooth
Flowing	Pounding	Soft
Hard	Rough	Twangy
Other:		

Tony Bennett Version

Easy	Loud	Smooth
Flowing	Pounding	Soft
Hard	Rough	Twangy
Other:		

Louis Armstrong Version

Easy	Loud	Smooth
Flowing	Pounding	Soft
Hard	Rough	Twangy
Other:		

3. How would you describe the style of music in this version?

Hank Williams Version

Swing	Pop	R&B
Blues	Rock	Jazz
Country		
Other:		

Johnny Cash Version

Swing	Pop	R&B
Blues	Rock	Jazz
Country		
Other:		

Tony Bennett Version

Swing	Pop	R&B
Blues	Rock	Jazz
Country		
Other:		

Louis Armstrong Version

Swing	Pop	R&B
Blues	Rock	Jazz
Country		
Other:		

For questions 4-7, write your answer using complete sentences.

4. Do you like this song? Why or why not?

5. Do you like one version of the song better than the others? If yes, which one? Explain.

6. Which version of “Cold, Cold, Heart” sounds most like the style of Hank Williams’?

8. So many artists have recorded their own version of Hank Williams’s “Cold, Cold, Heart.” Why do you think so many artists would choose to sing and record this song?

5 | HANK WILLIAMS JR.:
STANDING IN THE SHADOWS

TENNESSEE STATE CURRICULUM STANDARDS

Social Studies

Culture 1.0 Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Learning Expectations: 1.01 (6-8), 1.02 (K-5), 1.03 (K-5), 1.04 (6,7)

High School Modern History

Culture 1.2 Identify examples of how language, literature, the arts, architecture, traditions, beliefs, values, or behaviors contribute to the development and transmission of culture.

English

Reading

Compare and Contrast Checks for Understanding: 301.8.11, 401.8.15, 501.8.8, 601.5.9, 701.5.10, 801.5.10
Time Line Student Performance Indicators: 401.6.3, 501.6.2

Time Line Checks for Understanding: 601.6.11, 701.6.11, 801.6.11

Literature

High School Course Level Expectations: 3001.8.4, 3002.8.4, 3003.8.4

Check for Understanding: 3005.8.13

Music

6.0 Students will listen to, analyze, and describe music.

Learning Expectations: 6.2 (3, 6-8, 9-12), 6.3 (4,5)

7.0 Students will evaluate music and music performances

Learning Expectations: 7.1 (4,5 6-8, 9-12)

9.0 Students will understand music in relation to history and culture

Learning Expectations: 9.1 (4), 9.2 (3,5)

LESSON A

Objectives:

1. Students will examine how the environment and situations we grow up in greatly affect who we are and what we do by evaluating Hank Jr.’s “life in the spotlight” at such an early age.
2. Students will create a timeline of Hank Jr.’s life and of their own lives.

Prep Time: none

Materials: paper, pencil

1. Share the following with students:

Children of famous musicians often find it challenging to establish a career for themselves, yet Hank Jr. has developed a successful and distinct career path. Hank Jr. got an early start in the musical spotlight. His mother, Audrey, watched him on stage singing his father’s songs at age eight. By the time he was eleven, he had made his first appearance on the *Grand Ole Opry*. In 1963, at age fourteen, Hank Jr. signed with his father’s record label, MGM Records, and made his first recording in Nashville. One of his first recordings was his father’s hit “Long Gone Lonesome Blues,” which became a hit for Hank Jr. after its debut in 1964. Hank Jr. continued through most of his teenage years to tour with members of his father’s band and to sing his father’s songs. The turnout for their shows was great. However, the record sales were not. People were coming to the shows to see just a glimpse of his father’s genius, which is what Hank Jr. gave them. Hank Jr. would spend hours listening to records of his father, singing and practicing until he sounded and moved just like him. In the beginning, Hank Jr. felt as though this was what he was destined to do, “At first I thought it was the greatest thing in the world—a ghost of this man that everyone loved. They think I’m daddy. Mother’s smiling, money’s rolling in, seemed ideal.” (p. 297) However, Hank Jr. soon began to realize that there were a few things missing. In his autobiography, *Living Proof*, Hank Jr. talks about his struggles with fame: “I don’t think I smiled very much in those years. There were just too many things to worry about. Did I sound enough like Daddy on stage? Did I have those jokes just right? How was Mother doing; was she happy; did she think I was working hard enough?” (p. 86, 87) Hank Jr.’s fears and frustrations led him to write “Standing in the Shadows,” a song in which he expresses his desire to escape his father’s shadow and establish his own musical style and pursue his dreams. This was Hank Jr.’s second hit, rising to #5 in 1966. In the years that followed, Hank Jr.’s personal life began to suffer. He battled many of the demons his father had: career pressures, failed relationships, and overuse of

drugs and alcohol. However, in 1974 Hank Jr. decided to change his musical direction to southern rock and blues—the music he had always felt drawn to, but never comfortable letting himself pursue. In the summer of 1975, he had just completed the album *Hank Williams Jr. and Friends*, which fused hardcore country with rock & roll, when tragedy hit. While hiking on a mountain in Montana, he fell down the mountainside. His injuries were very serious, but he survived. His recovery period lasted a full two years, during which time he had to relearn to speak and sing.

2. Have students create a timeline of the events of Hank Jr’s life from birth until his fall in 1975.

You may choose to use the following dates and events from the background information in this lesson and Lesson 1.

May 26, 1949	Randall Hank Williams, later known as Hank Jr., is born in Shreveport, Louisiana.
January 1, 1953	Hank Jr. is three when his father, Hank Williams, is reported dead.
March 22, 1958	Hank Jr. makes his stage debut at age eight.
December 1963	Hank Jr. signs with MGM.
February 8, 1964	Hank Jr.’s “Long Gone Lonesome Blues” makes its <i>Billboard</i> country chart debut. It later rises to #5.
May 28, 1966	Hank Jr.’s “Standing in the Shadows,” cracks <i>Billboard</i> ’s country chart.
Spring-Summer 1975	Hank Jr. records <i>Hank Williams Jr. & Friends</i> .
August 8, 1975	Hank Jr. falls five hundred feet down a mountain, nearly dying from the injuries.

3. Have students create a time line of their lives from birth to present including major accomplishments, events, obstacles, and challenges that have affected who they are today.

4. There are many advantages to having a famous parent. However, as we have seen with Hank Jr., there are challenges as well. As a class or in small groups, have students list advantages and disadvantages of having a famous family member or parent.

Discuss the challenges of trying to live up to familial expectations in any family—not just a famous family. Students could also write about this topic in their journals.

LESSON B

Objective: Students will compare and contrast a song performed by Hank Williams with the same song performed by his son, Hank Jr.

Prep Time: Ten minutes to set up CD player and CD

Materials: CD player, Teacher’s Guide CD, “Hey Good Lookin’” observation sheet (p. 27), pencil

1. Share the following with students: “Hey Good Lookin’,” written by Hank Williams, was released in 1951. It stayed at the top of the *Billboard* country chart for eight weeks and was inducted into the Grammy Hall of Fame in 2001. Like “Cold, Cold Heart,” this song was recorded by several other artists, including Hank Jr., who released it in 1963 on an album titled *Songs of Hank Williams*.

2. Distribute the observation sheet for “Hey Good Lookin’,” which can be copied from this booklet.

3. Play both versions of “Hey Good Lookin’”: Hank Williams and Hank Jr.

4. Complete “Hey Good Lookin’” observation sheet.

“HEY GOOD LOOKIN’”
OBSERVATION SHEET

Name _____ Class _____

For questions 1-3, circle the choices you think best answer the question as you listen to the recording played by your teacher. You may circle more than one answer.

1. What instruments do you hear in this version?

Hank Williams Version

Banjo	Fiddle	Saxophone
Bass	Guitar	Steel Guitar
Drums	Piano	Trombone
Other:		

Hank Williams, Jr. Version

Banjo	Fiddle	Saxophone
Bass	Guitar	Steel Guitar
Drums	Piano	Trombone
Other:		

2. How would you describe the vocals in the version?

Hank Williams Version

Easy	Loud	Smooth
Flowing	Pounding	Soft
Hard	Rough	Twangy
Other:		

Hank Williams, Jr. Version

Easy	Loud	Smooth
Flowing	Pounding	Soft
Hard	Rough	Twangy
Other:		

3. How would you describe the style of music in this version?

Hank Williams Version

Swing	Pop	R&B
Blues	Rock	Jazz
Country		
Other:		

Hank Williams, Jr. Version

Swing	Pop	R&B
Blues	Rock	Jazz
Country		
Other:		

For questions 4-7, write your answer using complete sentences.

4. Do you like this song? Why or why not?

5. Do you like one version of the song better than the other? If yes, which one? Explain.

6. When Hank Jr. recorded this song, he was trying to imitate his father’s sound and musical style. Do you think Hank Jr. sounds similar to his father? In what ways?

How do they sound different?

LESSON C

Objective: Students will examine the lyrics to Hank Jr.'s song "Standing in the Shadows," to explore how they relate to Hank Jr.'s life and living a "life in the spotlight"

Prep Time: Ten minutes to copy lyrics and worksheet

Materials: Copies of "Standing in the Shadows" lyrics (page 28), pencil

1. Prior to sharing the following information, allow students the opportunity to consider and respond to the following question:

- What does it mean to live in someone else's shadow?

Share the following with students:

At the age of seventeen, Hank Jr. wrote "Standing in the Shadows" to express his fears and frustrations from constantly being compared to his famous father. In his autobiography, *Living Proof*, Hank Jr. says this about the song: "A recitation—something to explain how I felt. How I felt, not how Daddy felt or anything else. A way

to tell Daddy's fans who I was." (p. 95) "Standing in the Shadows" was the second hit of Hank Jr.'s career, rising to #5 on *Billboard's* country chart in 1966.

2. Distribute the lyrics for "Standing in the Shadows," which can be copied from this booklet.

You may choose to show the lyrics to this song on a transparency or make copies and distribute them to the class.

3. Use the following questions for class discussion:

- Read the words to the chorus (section of the song that is repeated multiple times). Based on these lyrics, how do you think Hank Jr. feels about standing in his father's shadow?
- What do you think the song reveals about Hank Jr.'s feelings toward his dad's fans?
- What do you think the lyrics reveal about Hank Jr.'s feelings toward his dad, Hank Williams?



Audrey Williams and Hank Williams Jr. celebrate the success of his recording of "Long Gone Lonesome Blues," circa 1964.

STANDING IN THE SHADOWS

—HANK WILLIAMS JR.—

I know that I'm not great, and some say I imitate
Anymore, I don't know, I'm just doing the best I can
After all I'm standing in the shadows of a very famous man.

As I travel around from town to town
I have a lot of dad's fans and friends come around
They say, "I know Hank would be proud of you if he were here today
Why, we're all so glad and we know he would be too
That you're carryin' on his music this way."
Yes, they say, "Hank was the all-time great
And we know you'll be just as good as your dad,"
But I just smile and say, "There'll never be another Hank Williams, friends."
And that's the part that always makes 'em sad.

I know that I'm not great, and some say I imitate
Anymore, I don't know, I'm just doing the best I can
After all I'm standing in the shadows of a very famous man.

So many times when I'm on that stage
I feel something go through me
And for a minute, I'm in a different world
And that's when it does something to me
The people are a hollering and clapping real loud
While I'm out there taking my bows
I look up toward the ceiling and I say to myself
"Listen, dad, just listen to that crowd."
But as the show goes on, the people clap and holler more
I start singing another of your great songs
That's the time that I know, although you're gone
Your music will live on and on and on.

6 | HANK JR.: SONGWRITER, MUSICIAN, AND PERFORMER

TENNESSEE STATE CURRICULUM STANDARDS

English Writing
Grade Level Expectations: 301.3.3, 401.3.3, 501.3.2, 601.3.1, 701.3.1, 801.3.1

High School Checks for Understanding: 3001.3.1 3002.3.1, 3003.3.1, 3005.3.1

Language
Grade Level Expectations: 301.1.1, 401.1.1, 501.1.1, 601.1.1, 701.1.1, 801.1.1

High School Course Level Expectations: 3001.1.3, 3002.1.3, 3003.1.3, 3005.1.3

Research
Student Performance Indicators: 301.4.1, 401.4.1, 501.4.1, 601.4.2, 701.4.3, 801.4.2

High School Course Level Expectations: 3001.4.2, 3002.4.2, 3003.4.2, 3005.4.2

Music
6.0 Students will listen to, analyze, and describe music.
Learning Expectations: 6.2 (3, 6-8, 9-12), 6.3 (4,5)

7.0 Students will evaluate music and music performances.
Learning Expectations: 7.1 (4,5 6-8, 9-12)

9.0 Students will understand music in relation to history and culture.
Learning Expectations: 9.1 (4), 9.2 (3,5)

High School Marketing: Sports and Entertainment Marketing
The student will examine the role of advertising as a promotional tool in sports and entertainment.
Learning Expectation 5.0.

Objective: Students will observe the benefits of perseverance, hard work, and dedication as they examine Hank Jr.'s struggle to rehabilitate himself after his fall, step out of his father's shadow, and establish his own musical style.

Prep Time: Ten minutes to set up CD player and CD

Materials: CD player, lesson kit CD, "All My Rowdy Friends" observation sheet, pencil

Vocabulary: obstacle

1. Share the following with students:

After recovering from his fall, Hank Jr. reemerged, confident of his new musical direction. He established his own identity in southern rock music—a blend of rhythm and blues, country, and rock & roll. Much like his father, he was considered the voice of the common man—the music he wrote and performed reflected his own life and the experiences that unite us all. Hank Jr.'s newfound southern-rock style brought him much success, especially in the 1980s. Of his many hits during this time, seven peaked at #1. He also won several awards, including Entertainer of the Year from the Country Music Association for two years straight, and the same award from the Academy of Country Music three years in a row.

Today, Hank Jr. is perhaps most recognized for his performance of "All My Rowdy Friends Are Here on Monday Night," which greets football fans on Monday nights during football season. Initially aired in September 1989, this song was an adaptation of his hit "All My Rowdy Friends Are Comin' Over Tonight." This anthem eventually earned Hank Jr. the distinction of being the first country artist to win an Emmy Award four times. Hank Jr. continues to perform and mesmerize crowds with his legendary hits and unmatched stage presence. However, he also has hobbies aside from his music to occupy his time. He is the father of five children, Hank III, Hilary, Holly, Katie, and Sam. He also has a love for hunting, fishing, and collecting guns and Civil War memorabilia.

2. As a class, have students brainstorm a list of obstacles.

These can be challenges they currently face or difficult times they have been through in the past. Use the following definition to further discuss the obstacles Hank Jr. faced as students reflect on their own life challenges.

Obstacle
—One that opposes, stands in the way of, or holds up progress. *Dictionary.com Unabridged (v 1.1).*
<http://dictionary.reference.com/browse/obstacle>

Choose one of the following activities to allow students to further expand upon obstacles they have faced:

- A. Drawing / Sculpting Activity – Allow students to draw a picture of a challenge they have faced or use Play-Doh or clay to express their thoughts and ideas.
- B. Journal Activity – Hank Jr.'s success shows the benefits of perseverance and hard work. Instruct students to write about a time when they faced an obstacle in their lives. Present the following questions to guide their thinking:
- What was the obstacle(s)?
 - How did you overcome your obstacle(s)?
 - Did someone help you or did you do it by yourself?
 - How has dealing with the difficult time made you stronger?
 - What have you learned about yourself from the process?



TEACHER TIP
For more advanced classes, you may extend this lesson with your students by engaging in the following activities:

The National Football League (NFL) and the ABC television network used Hank Jr.'s adaptation of "All My Rowdy Friends Are Coming Over Tonight" to promote the program *Monday Night Football*. Create your own commercial, print ad, or song promoting your favorite television show, a sport that you enjoy, or a place that you love. Consider the target audience and how best to appeal to that group.

Many companies and organizations have used popular music to promote their products. Research and develop a list of these companies or products. Include the artist, the song, and the product being sold.



The jacket from Hank Jr.'s *Monday Night Football* performance costume, created by Manuel

Post-Visit Lessons

1 | HANK JR.: THE COLLECTOR

TENNESSEE STATE CURRICULUM STANDARDS

English Writing

Grade Level Expectations: 401.3.3, 501.3.2, 601.3.1, 701.3.1, 801.3.1

High School Checks for Understanding: 3001.3.1 3002.3.1, 3003.3.1, 3005.3.1

Language Grade Level Expectations: 301.1.1, 401.1.1, 501.1.1, 601.1.1, 701.1.1, 801.1.1

High School Course Level Expectations: 3001.1.3, 3002.1.3, 3003.1.3, 3005.1.3

Objectives:

- 1. Students will reflect on their museum visit by recalling and discussing artifacts they saw that are representative of Hank Williams Jr.'s passion for hunting and collecting guns and Civil War memorabilia.
- 2. Students will write paragraphs, using correct sentence structure and grammar, in response to prompts about their personal collections and hobbies.

Prep Time: none

Materials: paper and pencil

1. Share the following with students:

Hank Williams had a passion for collecting guns of historical significance. Hank Jr. shares the same interest, but even more so than his father. Hank Jr. is especially interested in guns and weaponry from the Civil War. Today Hank Jr. owns a world-class collection of Civil War memorabilia, including six cannons, a Gatling gun, and scores of rifles, pistols, cannonballs, uniforms, swords, and other artifacts, for which he can trace the origins and regiments.

Like his father, Hank Jr. also has a passion for hunting and fishing. His extensive hunting activity includes big-game excursions into Africa and Canada, and all of his homes and his office are stocked with mounts, heads, and skins brought back from his adventures. His collection and hobbies show us that even though we know Hank Jr. as an entertainer, he has other interests and abilities.

TEACHER TIP

You may choose to investigate Civil War history further with your students. For additional information on the Civil War, you may want to visit these Web sites:

<http://www.civilwar.com/>

<http://www.smithsonianeducation.org/spotlight/civilwar1.html>

2. Use the following questions for discussion or ask students to write a paragraph addressing one or more of them:

- What are some examples of Hank Jr.'s Civil War memorabilia that you saw on display in the exhibit?
- What evidence of Hank Jr.'s love for hunting did you notice in the exhibit?
- Hank Jr. is considered an entertainer, but he also has other interests and hobbies. Think about your own families and other adults you know. What are their interests and hobbies other than their work?
- Are you a collector? If so, what do you collect and why?
- If you're not a collector, what are you interested in? Would it be possible to start a collection related to your interest? If so, how?
- Do you have any particular hobbies? What do you enjoy most? How does it make you feel when you get the opportunity to enjoy your hobbies?

TEACHER TIP

You may wish to investigate the concept of collecting further with your students. For ideas on collections students may have started or are considering starting, look at this Web site from the Smithsonian Institution:

http://www.smithsonianeducation.org/students/idealabs/amazing_collections.html

2 | WHAT DID YOU LEARN ABOUT THE WILLIAMS FAMILY?

TENNESSEE STATE CURRICULUM STANDARDS

English Writing

Graphic Organizer Student Performance Indicators: 4.01.3.6, 5.01.3.1, 6.01.3.3, 7.01.3.9, 8.01.3.12

High School Checks for Understanding: 3001.3.3, 3002.3.3, 3003.3.3, 3005.3.3

Write in a Variety of Modes Grade Level Expectations: 301.3.3, 401.3.3, 501.3.2, 601.3.1, 701.3.1, 801.3.1

High School Checks for Understanding: 3001.3.1 3002.3.1, 3003.3.1, 3005.3.1

Language

Grade Level Expectations: 301.1.1, 401.1.1, 501.1.1, 601.1.1, 701.1.1, 801.1.1

High School Course Level Expectations: 3001.1.3, 3002.1.3, 3003.1.3, 3005.1.3

Objectives:

- 1. Before their museum visit, students will create list of things they already know about Hank Williams and his family, as well as a list of things they would like to learn, using a KWL chart. After visiting the museum, students will adjust these statements or add additional knowledge to assess what they learned.

- 2. Students will apply knowledge they've gained by completing a biographical chart.
- 3. Students will write an essay about a life lesson they learned from the exhibit.

Prep Time: Ten minutes to make copies of activity sheet

Materials: KWL chart from Lesson 1, copies of the "Biographical Chart" activity sheet (page 33), paper, pencil

1. Revisit the KWL chart completed in the first lesson.

Now that students are more familiar with the Williams family, work as a large group or in small groups to adjust existing information as needed and add new knowledge gained.

2. Complete a biographical chart.

Have students assess what they have learned about either Hank Williams or Hank Williams Jr. by completing a biographical chart of the entertainer who interested them the most. Students may work in small groups according to interests or independently.



Hank Jr. and Jimmy Bowen, circa 1982, with two of Hank Jr.'s *Billboard* awards

BIOGRAPHICAL CHART
THE LIFE OF

Date of Birth _____ Date of Death _____

Family Life (as a child)	Family Life (as an adult – marriages, children)
Early Years	Physical Appearance
Life Struggles	Accomplishments
Interests	Artists Influenced by Him

3. Write an Essay or Illustrate.

Ask students to choose one of the following topics to write an essay about a life lesson they have learned or something new they have learned about themselves during this unit. For younger students, these topics can be discussed as a class, or students can communicate their ideas through drawing.

- Living up to expectations or dealing with pressure from parents (you may not have a famous father’s legacy to follow, but perhaps there is an older sibling who excels in sports, art, or academics)
- Being true to yourself
- Overcoming obstacles and becoming a stronger and better person as a result
- Using creative abilities for personal pleasure and/or to entertain others
- Being influenced by others
- Learning something about your own family that you didn’t already know

4. Write a Song.

Participate with your students in the Country Music Hall of Fame® and Museum’s songwriting program, Words & Music. In this program, you and your students could write song lyrics addressing life lessons. Contact the education department for more information at education@countrymusichalloffame.com or 615-416-2088.

SEND US YOUR STUDENTS’ WRITINGS:

We encourage you to share with us your students’ writing developed during this unit. The museum staff is always interested in the ideas of students and their thoughts about our programs. Please email or mail your class writings to:

education@countrymusichalloffame.com

OR

Education Department
Country Music Hall of Fame® and Museum
222 Fifth Avenue South
Nashville, TN 37203

SONGS ON THE ACCOMPANYING CD

1. Midnight in Montgomery – Alan Jackson
(Alan Jackson / Donald Sampson)
Universal Music Corporation/ WB Music Corp (ASCAP)
Courtesy of Sony BMG Music Entertainment

2. Lovesick Blues – Hank Williams
(Cliff Friend / Irving Mills)
Public Domain. Courtesy of Universal Music Enterprises

3. Cold, Cold Heart – Hank Williams
(Hank Williams)
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4. Cold, Cold Heart – Johnny Cash
(Hank Williams)
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5. Cold, Cold Heart – Tony Bennett
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6. Cold, Cold Heart – Louis Armstrong
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7. Hey Good Lookin’ – Hank Williams
(Hank Williams)
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8. Hey Good Lookin’ – Hank Williams Jr.
(Hank Williams)
© 1951 Sony/ATV Acuff Rose Music (BMI). All rights on behalf of Sony/ATV Acuff Rose Music administered by Sony/ATV Music Publishing, 8 Music Square West, Nashville, TN 37203. All rights reserved. Used by permission. From *Your Cheatin’ Heart* MGM Film Soundtrack Album. Courtesy of Warner Bros. Entertainment

PERMISSION TO REPRODUCE THE FOLLOWING LYRICS IS GRATEFULLY ACKNOWLEDGED:

Midnight in Montgomery – Alan Jackson
Written by Alan Jackson and Donald Sampson
Universal Music Corporation / WB Music Corp (ASCAP)

I’m So Lonesome I Could Cry – Hank Williams
Written by Hank Williams
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Lovesick Blues – Hank Williams
Written by Cliff Friend and Irving Mills
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Standing in the Shadows – Hank Williams Jr.
Written by Hank Williams Jr.
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HELPFUL RESOURCES

Books on Hank Williams:

The Encyclopedia of Country Music

Edited by Paul Kingsbury

Oxford University Press, 1998

Hank Williams: The Biography

By Colin Escott

Little, Brown and Company, 1994

Hank Williams: Snapshots from the Lost Highway

By Colin Escott and Kira Florita

Da Capo Press, 2001

Ain't Nothin' As Sweet As My Baby:

The Story of Hank Williams' Lost Daughter

By Jett Williams and Pamela Thomas

Harcourt, 1990

Book on Hank Williams Jr.:

Living Proof: An Autobiography

By Hank Williams Jr. with Michael Bane

Putnam's, 1979

Books on Families and Family Traditions (for Lesson 2A):

The Relatives Came

By Cynthia Rylant (Pre K – 4th grade)

Aladdin, 1993

Owl Moon

By Jane Yolen (Pre K – 4th grade)

Philomel, 1987

The Keeping Quilt

By Patricia Polacco (Pre K – 4th grade)

Aladdin, 2001

Moosekitos: A Moose Family Reunion

By Margie Palatini and Henry Cole (Pre K – 5th grade)

Hyperion, 2004

Amelia Bedelia's Family Album

By Peggy Parish (K – 5th grade)

HarperTrophy, 2003

The Table Where Rich People Sit

By Byrd Baylor (1st – 5th grades)

Aladdin, 1998

The Sunsets of Miss Olivia Wiggins

By Lester Laminack. (4th – 8th grades)

Peachtree Publishers, 1998

The Pinballs

By Betsy Byars (5th grade and up)

HarperTrophy, 1992

The Haymeadow

By Gary Paulsen (6th grade and up)

Yearling, 1994

DVD:

Hank Williams: Honky Tonk Blues

PBS American Masters series, 2004

Directed by Morgan Neville

CDs:

Gold

Hank Williams

Mercury Nashville, 2005

This CD set contains Hank Williams's 42 top songs on two CDs.

Hank Williams Jr. Greatest Hits Vol. 3

Hank Williams Jr.

Warner Brothers, 1988

Due to the adult subject matter in many of Hank Jr.'s songs, we have provided a list of songs in that are particularly appropriate for children:

- "Ain't Misbehavin'"
- "This Ain't Dallas"
- "Finders Are Keepers"
- "Young Country"

You Are on My Lonely Mind

Jett Williams

JW, 1999

Come Away With Me

Norah Jones

Blue Note, 2002

(contains Jones's cover of "Cold, Cold Heart")

The Country Music Hall of Fame and Museum thanks the following middle Tennessee teachers for their assistance in developing this teacher's guide:

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On front, left to right: Lycrecia, Audrey, Hank Jr., and Hank Williams



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