



I CAN'T STOP LOVING YOU
RAY 
CHARLES
& COUNTRY MUSIC

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TEACHER'S GUIDE



HONOR THY MUSIC®

RAY CHARLES AND COUNTRY MUSIC TEACHER'S GUIDE



Photograph by Ron Keith



This guide contains materials designed to help teachers prepare students for an in-depth tour of the exhibit ***I Can't Stop Loving You: Ray Charles and Country Music, Sponsored by SunTrust***. It also addresses specific curriculum objectives in language arts, 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's Notes are included in some of the lessons that provide special instructions and suggestions for ways teachers can adapt lessons to their particular classes.

ABOUT THE EXHIBIT

I Can't Stop Loving You: Ray Charles and Country Music, Sponsored by SunTrust, presented at the invitation of Ray Charles Enterprises, provides an overview of Charles's remarkable career with a central focus on his country music influences and his contributions to its growth and popularity. From the earliest known photograph of Charles through his final televised performance, the media-rich exhibit honors Charles as "one of the most revered and recognized musicians in the world."

This exhibit includes artifacts, instruments, song manuscripts, costumes, photographs, computer interactives, recorded sound, and moving images to tell a story about an impoverished blind child who grew up listening to the Grand Ole Opry and became known as the "genius of soul." He redefined the cultural value of country music by performing dozens of country standards and regularly appearing alongside country music stars in the recording studio and on national television.

To learn more about this exhibit and the life and career of Ray Charles, visit www.countrymusichalloffame.com and www.raycharles.com.

1 | What Do You Know About Ray Charles?

TENNESSEE STATE CURRICULUM STANDARDS:

Language Arts

2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences. Learning expectations: 2.02 (3-5), 2.09 (3-5), 2.12 (6-8); High School Writing (I, II, III, IV)

3.0 The student will use Standard English conventions and proper spelling as appropriate to speaking and writing. Learning expectations: 3.01 (3-8), 3.02 (3-8), 3.03 (3-8), 3.04 (3-8)

High School Speaking and Listening

The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas. (I, II, III, IV)

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)

Objective: Students will create a set of statements they believe about Ray Charles as well as a set of statements determining what they would like to learn about Charles and then evaluate these statements by reflecting on their museum visit.

Prep Time: None

Materials: Paper, Pencil



Ray's Fender Rhodes Suitcase 88 Electric Piano

1. The following activity creates materials that will be needed for the post-visit activity *What Did You Learn About Ray Charles?* found on page 16.

Before visiting the Ray Charles exhibit, create a KWL chart with your class. This is a chart with three sections or columns, one for each letter K, W, and L. The K section is what we already KNOW about Ray Charles. The list might include items such as: he was a good singer or he played piano or he was blind. The W section is what we WANT to learn about Ray Charles. Answers might include: where he grew up, how old he was when he went blind, etc.

The L represents what we LEARNED about Ray. This section will be completed after the museum visit. Once this chart is created, save it for review and use in the post-visit activity at the end of this teacher's kit.

K	W	L

TEACHER'S NOTE:

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

2 | Raised in the Country: Georgia on My Mind

TENNESSEE STATE CURRICULUM STANDARDS:

Language Arts

2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences. Learning expectations: 2.02 (3-5), 2.09 (3-5), 2.12 (6-8); High School Writing (I, II, III, IV)

3.0 The student will use Standard English conventions and proper spelling as appropriate to speaking and writing. Learning expectations: 3.01 (3-8), 3.02 (3-8), 3.03 (3-8), 3.04 (3-8)

High School Speaking and Listening

The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas. (I, II, III, IV)

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)

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 expectations: 3.01 (K-5, 6, 7, 8)

High School Post WWII Era

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.

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)

Objective: Students will examine the connection of geography to culture by discussing how Ray Charles was exposed to various types of music where he grew up. Students will apply this idea to their own lives by considering the music they are exposed to within their own culture.

Prep Time: 15 minutes to copy activity sheet and set up CD player and CD

Materials: Activity sheet for *Raised in the Country*, CD player, lesson kit CD, pencils

Key Vocabulary: Culture

1. Use the following questions for class discussion:

- What is culture?
Allow students to share their ideas about this word before giving them the following definition or asking them to look it up in the dictionary.

Culture:

The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought typical of a population or community at a given time (*Webster's II*).

- What are the things that define a culture?
Possible answers: food, language, dialect, religion, beliefs
- Do you think the neighborhood or community where you live has a distinct culture? Explain.
- Does the music to which a person listens reflect his or her culture? (Yes) How?
Music, as other art forms, reflects the lives of people within a particular community, population, or group.
- Is the music a person hears growing up affected by where that person lives? (Yes) Why or why not?
Possible answer: A person growing up in New Orleans, might hear more jazz than a person growing up in a small community in Kentucky where bluegrass is more prevalent. Or a person in Texas might hear more Spanish language songs on the radio than someone growing up in Wisconsin.

- What do you think it might be like to grow up as Ray Charles did in the rural South in the 1930s and 1940s? What kind of music would he have heard?

Be sure to remind them that Ray Charles would not have had a television, computer, or even a record player in his home. Most of the music he heard would have been live music or music from a radio or jukebox.

2. Share the following with students:

You may wish to reference a map of the United States to point out where Charles was born and grew up.

Ray Charles was born Ray Charles Robinson in Albany, Georgia, on September 23, 1930. His mother, Retha Robinson, raised him in the small rural town of Greenville, Florida. Ray had access to a piano and a jukebox, which he considered the two most important items affecting his young life. These were made available to him by Wylie Pitman, who owned a general store and rooming house in Greenville. "Mr. Pit," as Charles called him, allowed Ray to play his piano anytime, and he taught Ray how to play in the boogie-woogie style. Ray cited Mr. Pit as his greatest musical influence.

At age five, Ray Charles witnessed the accidental drowning death of his younger brother, and by age six he was completely blind due to what would later be diagnosed as juvenile glaucoma. Charles attended the Florida School for the

Deaf and Blind in St. Augustine before leaving at age fifteen after the death of his mother. It was then that he began pursuing music as a career in Jacksonville, Florida.

Growing up in the South, Ray Charles absorbed many musical influences. He heard gospel singing at church, down-home blues on the jukebox, and classical music at school. On the radio, he encountered jazz, big-band, and hillbilly tunes. He especially enjoyed the cool piano blues of Nat "King" Cole. All of these different styles would later find their way into Ray's own music. Ray commented on his musical influences saying, "My music had roots which I'd dug up from my own childhood, musical roots buried in the darkest soil." As for the culture in which Ray grew up, he said this: "I'm a country boy. And, man, I mean the real backwoods! All I ever saw—and I'm talking literally—was the country." Charles grew up hearing the Grand Ole Opry broadcast on radio from Nashville, Tennessee, and developed an appreciation for country music at an early age. In fact, one of Ray's most well-known albums, *Modern Sounds in Country and Western Music*, helped bring country songs and songwriters to new audiences. Charles said, "I just wanted to try my hand at hillbilly music. After all, the Grand Ole Opry had been performing inside my head since I was a kid in the country."



Charles's first band, the McSon Trio (Ray Charles, piano; Gossie McKee, guitar; and Milt Garrett, bass) at a Seattle radio station, 1948.

- Distribute the activity sheet for *Raised in the Country*, which can be copied from this booklet. Then, share the following with students:

TEACHER'S NOTE:

An adaptation can be made to this activity by using a Venn Diagram to compare and contrast the two songs and answer these questions.



Compare Ray Charles's 1964 cover version of "Move It on Over" to the original 1947 recording by Grand Ole Opry star and Country Music Hall of Fame® member Hank Williams. Hank wrote the song, but how did Ray make it his own?

- Play "Move It on Over" by Hank Williams (CD track #1) and "Move It on Over" by Ray Charles (CD track #2).

Use the following as discussion questions:

- What instruments do you hear in each version?
- How would you describe the voices or style of singing in each song?
- How would you describe the style of music of each song?
- Do you like this song? Why or why not?
- Do you like one version of the song better than the other? If yes, which one? Explain.
- What do you think Ray might have liked about the original version of this song that would make him want to record his own version?
- How do you think the culture in which Ray grew up might have influenced his version of this song?



Hank Williams

5. Share the following with students:

Just as Ray Charles was shaped by the music, food, and dialect of his surroundings, we too are influenced by the culture in which we live. Think about your own exposure to music, especially music you might not choose yourself, and write a paragraph addressing the following questions:

- What kind of music do I hear that I don't choose for myself?
- Where do I hear this music?
- Who is choosing to play or perform this music? My parents, my grandparents, my friends, my music teacher?
- Would the music I hear around me be different if I lived in another part of the country or another part of the world? How?

TEACHER'S NOTE:

You may wish to take this activity further by asking students the following question: Have the Internet and cable television made music less regional?

- Encourage students to share their writings with the class.

TEACHER'S NOTE:

You can learn more about Hank Williams by visiting <http://countrymusichalloffame.com/site/explore-inductees-list.aspx> and selecting his name from the drop-down menu.

Let's listen to some examples of Ray's performances, to explore his musical genius by examining how he combined and added to different types of American music.

3. Play Ray Charles's version of the Scottish folk song "My Bonnie" (CD track # 5), a song that may be familiar to your students.

Direct them to listen for different styles of music, and use the following questions for discussion or a writing activity. Let students know Ray is singing and playing piano on this song. It might also be helpful to play another version of "My Bonnie" and sing it with your students before listening to Ray Charles's version.

- What do you think about Ray's singing and piano playing abilities?
- Describe the styles of American music you hear (*jazz, R&B, pop, rock & roll, country, etc.*).
- Describe the instruments you hear.
Answers might include descriptions of piano, drums, guitar, bass, saxophone, and trombone.
- How would you describe Ray's personal style in the music?
- What "feeling" do you think Ray is trying to convey in his version of the song?
- Do you like this song? Why or why not?
- How does listening to the song make you feel?

4. Play "What'd I Say" (CD track # 6), one of Charles's most popular songs.

In this song, Ray incorporated the "call-and-response" technique, often associated with gospel music, which involved the audience or singers in his band. This song demonstrates his gift of combining gospel and blues. The fusion of these two sounds is called soul music, and Ray is considered to be one of the primary inventors. Listen to this song and consider the following:

- Describe the call-and-response singing you hear.
- Have you ever heard this sound in other types of music?
Answers might include gospel, Christian, rap, rock & roll, children's rhymes.
- If so, what and where did you hear this music?
Answers might include church, sporting events, or on the radio.
- Do you like this song? Why or why not?
- How does listening to the song make you feel?

5. Listen to Ray's solo from this instrumental called "X-Ray Blues" (CD track # 7).

Ray always sang and played piano during his concerts. Throughout most of his career, he also played some songs on saxophone during performances. When we visit the museum, we will see Ray Charles's alto saxophone. Consider the following questions:

- What do you think about his saxophone playing abilities?
- Describe the styles of American music you hear (*jazz, R&B, pop, rock & roll, country, etc.*).
- Do you like this piece of music? Why or why not?

6. One of the reasons Ray might be considered a musical genius is his interest in and ability to play several styles of music.

Ray respected the work of artists from several musical styles, just like they admired his work. In addition to creating his own versions of country songs on *Modern Sounds in Country and Western Music* and *Modern Sounds in Country and Western Music Volume Two*, Ray also recorded the duet albums *Friendship* and *Genius Loves Company* with artists such as Norah Jones, Willie Nelson, Bonnie Raitt, and Ricky Skaggs. The *Friendship* album became a #1 selling album in 1984, and Ray's duet with Willie Nelson, "Seven Spanish Angels," became a #1 country hit. Let's examine Ray's duet with Willie Nelson.

TEACHER'S NOTE:

You can learn more about Willie Nelson by visiting countrymusicHalloffame.com/site/explore-inductees-list.aspx and selecting his name from the drop-down menu.

7. Play "Seven Spanish Angels" (CD track #8) and discuss the following:

- How would you describe the style?
- What different styles of music do you hear? Explain.
- Does it remind you of music you have heard before? If so, describe it.
- Do you like it? Why or why not?
- Do you like the way Ray Charles's and Willie Nelson's voices sound together?

TEACHER'S NOTE:

You can easily adapt this to a writing activity by asking students to write a paragraph addressing the questions above.

8. Why do you think that Ray Charles is considered a musical genius? What is it that you are talented at doing?

TEACHER'S NOTE:

In addition to the above selections, Ray Charles's versions of "America the Beautiful" and "Georgia on My Mind" are good examples of Charles's musical genius. If you would like to examine these songs with your class, Nashville Public Library has the following CDs available for loan. Call numbers and ISBN numbers are provided for your convenience.

"America the Beautiful" & "Georgia on My Mind"
Ultimate Hits Collection, Ray Charles
Rhino, 1999
CALL # CD Soul C4751u
ISBN: 081227564421

"America the Beautiful"
More Music from Ray
Atlantic/Rhino/WMG Soundtracks, 2005
CALL # CD Soundtrack M836m
ISBN: 081227870324

"Georgia on My Mind"
Georgia on My Mind
LaserLight, 2001
CALL # CD Blues C476g
ISBN: 018111178426

Ray: Original Motion Picture Soundtrack
Atlantic/Rhino/WMG Soundtracks, 2004
CALL # CD Soundtrack R2631o
ISBN: 6308685097

20 Golden Classics, Ray Charles
Goldenlane Records, 2000
CALL # CD Jazz C476t
ISBN: 741157088229

The Very Best of Ray Charles
Rhino, 2000
CALL # CD Soul C4751v
ISBN: 081227982225

TEACHER'S NOTE:

If you would like to explore with your class the issues of racism and poverty in the Deep South that are mentioned in this activity, free resources are available at www.tolerance.org/teach/resources



6 | What's an Icon?

TENNESSEE STATE CURRICULUM STANDARDS:

Language Arts

2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences. Learning expectations: 2.02 (3-5), 2.09 (3-5), 2.12 (6-8); High School Writing (I, II, III, IV)

3.0 The student will use Standard English conventions and proper spelling as appropriate to speaking and writing. Learning expectations: 3.01 (3-8), 3.02 (3-8), 3.03 (3-8), 3.04 (3-8)

High School Speaking and Listening

The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas. (I, II, III, IV)

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: 1.03 (K-5)

High School Post WWII Era

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.

High School Contemporary World

Culture 1.1 Identify instances in which language, art, music, belief systems, and other cultural elements facilitate understanding or create misunderstanding.

Objective: Students will explore the term icon by examining Ray Charles's work and achievements that demonstrate his iconic status.

Prep Time: None

Materials: Paper, pencils

Key Vocabulary: Icon, cultural icon

1. Ask students what the word "icon" means.

You may choose to have them share what they know about the word before looking it up in a dictionary. Many students will associate icon with a computer screen. Use this to discuss how the icons on a computer screen are really symbols for other things such as various computer programs or functions.

2. Share the following with students:

While there are multiple definitions for the word icon, here are two that are relevant to our discussion today:

Icon

- 1) An important and enduring symbol.
- 2) One who is the object of great attention and devotion; an idol.

3. Ask students to list ten icons (that are not people), such as the Statue of Liberty, Mickey Mouse, or the Washington Monument.

Discuss each icon on the list and what it represents.

4. Share the following with students:

When people are considered icons, it is different from just being famous. An icon is an enduring symbol, meaning that it has stood the test of time. Just like items we consider icons that are not people—such as monuments, characters, and buildings—these people represent something else, such as an achievement or way of life. Their accomplishments, reputations, and legacies become a part of American life. Hence, they become icons.

5. As a class, list twenty famous people, and decide whether each name is someone who is an icon or just famous.

Ask your class if Ray Charles fits the definition of an icon, and ask them to explain their answer.

6. Share the following with students:

During the latter part of his career, Ray Charles emerged as an icon. Even as his records failed to make the charts after the success of 1984's *Friendship* album, Charles was being showered with awards and honors, and courted by presidents and politicians as a symbol of American opportunity and equality. His appearances in popular TV ads kept him in the public eye in the 1990s and helped secure his status as a well-known figure of popular music.

7. Use the following questions for discussion:

- When you think of Ray Charles, what comes to mind? You may wish to reference the poster from this kit as a visual aid.
- We have learned that Ray Charles appeared in several TV ads. Can you remember any advertisements in which you have seen Ray Charles? Describe them. Many students will not have seen or heard these ads.
- One popular advertisement he did in the United States was for Diet Pepsi cola ("You Got the Right One, Baby"). Why would a company want someone considered an icon to advertise their product?

- We've also learned that Ray Charles was given numerous awards and recognitions in the United States and around the world. Among them, he received the Kennedy Center Honors, presented to him by President Reagan. This is one of the most prestigious awards a performer can receive. Charles also was given the Order of Arts and Letters from the French government, one of France's highest artistic honors. What do these honors tell us about Ray Charles?

- Would you want to be an icon? Why or why not?

8. Explore with your students more about the Kennedy Center Honors at www.kennedy-center.org/programs/specialevents/honors/about/home.html and learn more about the Order of Arts and Letters at www.ambafrance-us.org/culture/people/texts/order-art.html.

- What is the John F. Kennedy Center for the Performing Arts? Where is it located? What is special about it?

9. Ask students to write a paragraph about their favorite icon, addressing why the person or thing is an icon and what they represent.

10. Encourage students to share their work with the class.

Photograph courtesy of Bill Greensmith



Ray Charles shakes hands with President Ronald Reagan and Vice President George Bush after singing "America the Beautiful" at the 1984 Republican Convention.



1 | Ray's Stage Style

TEACHER'S NOTE:

In preparation for this activity, students will be given an observation worksheet to collect information during their exhibit tour. The worksheet is included on page 15 for reference and will be distributed to students during their museum visit.

TENNESSEE STATE CURRICULUM STANDARDS:

Language Arts

2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences. Learning expectations: 2.02 (3-5), 2.09 (3-5), 2.12 (6-8); High School Writing (I, II, III, IV)

3.0 The student will use Standard English conventions and proper spelling as appropriate to speaking and writing. Learning expectations: 3.01 (3-8), 3.02 (3-8), 3.03 (3-8), 3.04 (3-8)

High School Speaking and Listening

The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas. (I, II, III, IV)

Visual Art

1.0 Students will understand and apply media, techniques, and processes. Learning expectations: 1.1 (K, 1, 2, 3-4, 5, 6-8, 9-12), 1.2 (K, 1, 2, 3, 4, 5, 6-8, 9-12), 1.3 (1-2, 3-5, 6-8, 9-12) 1.4 (4-5)

3.0 Students will choose and evaluate a range of subject matter, symbols, and ideas. Learning expectations: 3.1 (1, 2, 3, 4, 5) 3.2 (1, 2, 3, 4, 5) 3.3 (1)

6.0 Students will make connections between visual arts and other disciplines. Learning expectations: 6.1 (1, 2, 3, 4, 5) 6.2 (3, 4, 5)

Objective: Students will reflect on their museum visit by discussing how Ray showed his personal style in what he wore as well as draw a representation of or write about their own personal style.

Prep Time: None

Materials: Paper, pencils (Art supplies such as crayons and scissors if you choose to do the art extension.)

1. Share the following with students:

You may also wish to refer them to the poster that came with the lesson kit to examine different images of Ray.

Now that we have seen the Ray Charles exhibit, let's discuss his style based on the costumes and sunglasses we saw.

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

- What do you remember about Ray's costumes? *(Answers might include: glamorous, flashy, beautiful, etc.)*
- Did you have a favorite costume? What made it special?
- What did all the different costumes have in common? *If students don't mention it on their own, point out that they attract attention in one way or another.*
- Why do you think Ray often chose to wear tuxedos?
- What would be the advantage of having "flashy" or "sparkly" stage wear?
- How would these kinds of costumes be even more helpful to someone who could not move around the stage?
- Ray wore sunglasses when in public. Why do you think he did that?
- How would you describe Ray Charles's sunglasses?
- What might Ray's sunglasses say about his personal style?



Photograph by Joe Adams. Courtesy of Joe Adams.

Ray Charles at Carnegie Hall, 1962

3. Share the following with students.

Ray Charles often wore nicely tailored and fashionable suits on stage. Many performers wear "flashy" or "sparkly" costumes because they stand out under the stage lights, which reflect off sequins or other shiny materials. For Ray, this was especially important, as he was often performing with a large band and could not move around the stage because of his blindness. He typically remained seated at the piano, but his costumes helped to make sure that he was the focus. He also began wearing sunglasses as a young man to improve his appearance. Sunglasses were one of the very few luxuries he purchased once he began making a small amount of money as a musician. Ray described it this way: "I was feeling full-grown, making a small amount of change, and working in halfway decent clubs. Even bought myself a pair of dark glasses—my first. They were just regular sunglasses. My friends had been telling me that my eyes didn't look good. Lots of times

they were tearing and caked with matter. So for the sake of appearance, I got some dark glasses, and I've been wearing them ever since."

4. Ask students to write in their journals describing the Ray Charles costumes and sunglasses they saw in the exhibit.

5. Ask students to write a paragraph about or draw a picture of a costume that they would wear on stage. Ask them to consider what they would like the audience to think about when they are on stage.

You might choose to have students create a visual representation of Ray Charles and one of themselves, as well as a descriptive paragraph explaining the style of each.

6. Encourage students to share their work with the class.

RAY'S STAGE STYLE EXHIBIT TOUR WORKSHEET

1. Find the display case that contains some of Ray's tuxedos. It is located near the big television screen at the back of the exhibit. Look carefully at each of the costumes.

a. What words would you use to describe Ray's costumes?

b. What is similar about the costumes?

c. What is different?

d. Which of these costumes do you like the best? Why?

You can use this space to describe that costume or to draw a picture of it.

2. Examine the sunglasses in the glass case near the back wall of the exhibit.

a. What words would you use to describe these sunglasses?

b. Which of these pairs of sunglasses do you like the best? Why? You can use this space to describe that pair of sunglasses or to draw a picture of them.

3. Find the big television screen located on the back wall of the exhibit. Have a seat on one of the round benches and take some time to watch the footage of Ray Charles's performances. As you watch, pay close attention to his costumes. Then answer the following questions.

a. What do you notice about Ray's costumes?

b. Do you like the way Ray's costumes look when he is performing? Why or why not?

POST-VISIT LESSONS

2 | What Did You Learn About Ray Charles?

TENNESSEE STATE CURRICULUM STANDARDS:

Language Arts

2.0 The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences. Learning expectations: 2.02 (3-5), 2.09 (3-5), 2.12 (6-8); High School Writing (I, II, III, IV)

3.0 The student will use Standard English conventions and proper spelling as appropriate to speaking and writing. Learning expectations: 3.01 (3-8), 3.02 (3-8), 3.03 (3-8), 3.04 (3-8)

High School Speaking and Listening

The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.

(I, II, III, IV)

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, 7), 1.02 (K-5), 1.03 (K-5), 1.04 (6,7)

Objective: Students will create a set of statements they believe about Ray Charles as well as a set of statements determining what they would like to learn about Ray and then evaluate these statements by reflecting on their museum visit.

Prep Time: None

Materials: KWL charts created before visiting the exhibit, paper, and pencils

1. After visiting the Ray Charles exhibit, review the KWL charts created by your students before their visit and use the following questions for discussion:

- Are all the items on our "what we KNOW" list correct?
- If not, what changes do we need to make to the incorrect items?
- What did we LEARN about Ray Charles on our visit that we can put in our "L" section?
- Did we learn everything that was on our "what we WANT to learn" list?
- If not, how could we find the information we still do not have?
- What was your favorite part of the Ray Charles exhibit and why?

TEACHER'S NOTE:

If you chose to have each student create their own KWL chart, you may wish to make this an individual activity also by asking students to write their own responses to the discussion questions before sharing their thoughts with the class.

2. Ask students to write a letter to Ray Charles telling him what they learned about him that they did not know before seeing the exhibit.

If Ray Charles were still alive today, what would you like to tell him? These letters can be mailed to the museum. Museum staff members will forward these letters to the Ray Charles Marketing Group of Ray Charles Enterprises. You may choose to send samples of the other writing activities your students completed during their work with this kit.

School Programs Coordinator
Country Music Hall of Fame® and Museum
222 Fifth Avenue South
Nashville, TN 37203



Ray Charles and Country Music Teacher's Lesson Kit Companion CD

1. Move It on Over – Hank Williams

(Hank Williams Sr.)

© 1947 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. Courtesy of Estate of Hank Williams

2. Move It on Over – Ray Charles

(Hank Williams Sr.)

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3. I Can't Stop Loving You – Don Gibson

(Don Gibson)

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4. I Can't Stop Loving You – Ray Charles

(Don Gibson)

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5. My Bonnie – Ray Charles

(Traditional, Arranged by Ray Charles)

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6. What'd I Say – Ray Charles

(Ray Charles)

Unichappell Music, Inc. (BMI)

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7. X- Ray Blues – Ray Charles

(Ray Charles)

Unichappell Music, Inc. (BMI)

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8. Seven Spanish Angels – Ray Charles & Willie Nelson

(Troy Seals / Edward F. Setser)

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Christina Amezquita	Glendale Elementary School
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