

Green Golly Activity Guide

By using our Activity Guide in conjunction with watching a performance of *Green Golly and Her Golden Flute* your students will be working towards proficiency in the following parts of New York State Learning Standards.

LANGUAGE ARTS ACTIVITIES- State Standards 1,2,3,4

1. Green Golly learns to play the flute by first learning to play scales. Play a game with your students to help them understand cause and effect. Start with a simple statement like “My alarm clock didn’t go off this morning.” Then have the first student add a sentence that starts with “Because my alarm clock didn’t go off this morning...” Go around the room and have each student add a “because” sentence based on the sentence before.

Example: Because my alarm clock didn’t go off this morning I was late to school.
 Because I was late to school I got in trouble by my teacher.
 Because I got in trouble by my teacher I felt angry.
 Because I felt angry I misbehaved.
 Etc., etc.

2. “A pocketbook from pig’s ear” is an idiom spoken in the story to describe Green Golly’s attitude. Talk to your students about how this idiom means making something good out of a bad situation. Have your students research this idiom (and others!) and draw two pictures – one of the literal meaning of the phrase and one of the figurative meaning.

3. Green Golly asks how to play a song with someone else and is simply told “I will start and you come in when time is right!” These directions were helpful to Green Golly, but they might not be very helpful to someone really learning to play a song. Have your students write detailed instructions about how to do simple things like tie shoes or brush teeth. Make sure they don’t leave any steps out or in the wrong order (this is harder than it sounds!) Have other students try to follow the directions as if they had never done the activity before.

4. What do you think happened to Green Golly after she left on tour? Have your students write a short story about what happened to Green Golly after she left the tower.

5. Vlotek the Gypsy also comes to visit Green Golly. He says that he is part of a “band of gypsies.” Even though he is just one person with a guitar, the real name for a group of gypsies is a band. Make a list of other groups with interesting and

unfamiliar names. See if your students can correctly match the names with the groups.

Some examples:

A herd of elephants

A gaggle of geese

A murder of crows

A pride of lions

A crowd of people

SCIENCE ACTIVITIES

1. Green Golly is named for all of the wonderful greens in the witch's garden. (Rapunzel, who is the inspiration for *Green Golly and Her Golden Flute* was also named after greens. Rapunzel is a type of salad green.) Have your students research the different varieties of lettuce (They will be amazed at how many there are!) and ask them to each bring in a different kind. Taste them all. Enjoy a class salad in honor of Green Golly.
2. Green Golly's hair grows and grows until it is long and strong enough for people to climb up it. Ask your students if they think this is really possible. Why or why not? Have them use the internet to learn about hair – the parts of a hair follicle, how and why it grows and why it sometimes falls out.
3. The changing of the seasons makes Green Golly sing. Talk with your class about the seasons of the year and what makes each one beautiful and unique. What do your students like about each season? What about each season might make them sing?
4. In the story, a bee comes to visit Green Golly to listen to her music. Honeybees are also known for an elaborate “waggle dance” that they do when they return to the hive having collected pollen and nectar. Have your students research the honeybee and its dance. Discuss it in class and then play *The Flight of the Bumblebee* for your class. Are there any parts in the song where it sounds like the bees are dancing?

SOCIAL STUDIES ACTIVITIES: Core Standards – World History and Geography

1. Green Golly says that she wants to go *Elsewhere*. Where are some of the places your students would like to go. Have each student research the culture and music from the place they would most like to visit. Bring the music in and have an International Music Listening Day in your classroom.

2. Toward the end of the story, the witch censors Green Golly by ripping up her poem. She tells Green Golly not to write “those kinds of things”. How do your students feel about the witch’s actions? Ask them to think of a time when they have felt censored. Talk with them about the First Amendment. Discuss what it means to have Freedom of Speech.

ART AND MUSIC ACTIVITIES NY State Standards 1,2,3 Michigan State-Standards 2,3,4

1. Green Golly plays music to express how she is feeling. Make a list of short scenarios that elicit specific feelings (like winning the lottery or failing a test). Write them on small pieces of paper. Have each student pick one from a hat and then hum a made up tune to match the feeling. See if the rest of the class can guess the emotion being hummed.
2. Choose one of the songs in *Green Golly and Her Golden Flute* and listen to it again with your students. Have each student write a short story inspired by the sounds in the music. The stories need not have anything to do with Green Golly – see what other creative ideas your students come up with!
3. Green Golly went on tour at the end of the story. She even made her own website! Have your students draw original artwork for Green Golly’s website (or her first CD!)

DISCUSSION PROMPTS

1. In most fairy tales the witch does not get a wedding and a happy ending. Do you think the witch deserves what she got? At the very end of the story it says that the witch thought “she had somehow done a very good thing.” What does this mean?
2. Green Golly says that she “needs friends, not music”, but musicians for centuries have described music as their oldest friend. What do you think? Has music been your friend? When is music more helpful than friends? When are friends more helpful?
3. Green Golly uses music to express her feelings. When do you use music? What else do you do to express your feelings? The mouse tells Green Golly to sing a silly song when she is feeling angry, upset and sad. Is this a good idea? Why or why not?