

TABLE OF CONTENTS

Indexes (by Category/Tribe).....	Page 1
---	-------------------

Instructional Guides and Music	Cassette Counter Reference*	Level	Page
Begging Song (Kiowa).....	_____	B.....	2
Corn Grinding Song (Zuni)	_____	C.....	3
Dance of the Turkeys (Omaha)	_____	A.....	4
Do Not Fear the Horse (Pawnee)	_____	C.....	5
Duck Dance (Creek)	_____	B (A).....	6
Dust of the Red Wagon (Ute).....	_____	B.....	7
A Fable (Winnebago).....	_____	A (B).....	8
Healing Song (Dakota)	_____	C.....	9
Horse Dance (Yuchi)	_____	B (A).....	10
I'll Look Everywhere (Quileute).....	_____	A.....	11
The Little Boy (Pawnee)	_____	B.....	12
The Morning Star (Chippewa).....	_____	A.....	13
Mountain Hymn (Navajo)	_____	C.....	14
The Myth of Young Eagle (Paiute).....	_____	A (B).....	15
Partridge Dance Song (Menominee).....	_____	A.....	16
Pleasure Dance (Choctaw)	_____	A.....	17
Sleep, Child (Quechan)	_____	B.....	18
Sleepy Time (Ojibwa)	_____	A.....	19
Song of the Clown (Tohono O'odham/Pima)	_____	A.....	20
Song of the Dove (Navajo).....	_____	B.....	21
Song to End a Dance (Apache).....	_____	B.....	22
Two-Direction Dance (Seminole)	_____	A.....	23
We Bring You Good Crops (Santo Domingo)	_____	B.....	24
A Winter Song (Ojibwa)	_____	C.....	25

Tribes Represented in This Book	26
Selected Reading List	30
Selected Bibliography.....	31
Appendix: Indian Instruments You Can Make.....	32
Workbook Questions and Responses.....	44
Map of Indian Culture Areas and Approximate Locations.....	51

* Using Your Cassette Counter Reference

As there is no standard for the counter on cassette players, we have allotted space on this page for you to write in a number which will correspond to the cassette counter on your particular player, enabling you to easily find a desired song.

Simply rewind the cassette to the beginning of Side 1, then set your counter to "000." Push the play button and, before each song begins, write the corresponding reference number for that song in the space provided. Repeat this procedure for Side 2.

Remember to use the reference number that appears on your counter before the song begins.

INDEXES

BY CATEGORY

AGRICULTURE	<i>Level</i>	<i>Page</i>
Corn Grinding Song (Zuni)	C	3
We Bring You Good Crops (Santo Domingo)	B	24

CEREMONIES	<i>Level</i>	<i>Page</i>
Healing Song (Dakota)	C	9
The Morning Star (Chippewa)	A	13
Mountain Hymn (Navajo)	C	14

DANCE SONGS	<i>Level</i>	<i>Page</i>
Dance of the Turkeys (Omaha)	A	4
Duck Dance (Creek)	B (A)	6
Horse Dance (Yuchi)	B (A)	10
Partridge Dance Song (Menominee)	A	16
Pleasure Dance (Choctaw)	A	17
Song To End a Dance (Apache)	B	22
Two-Direction Dance (Seminole)	A	23

GAME SONGS	<i>Level</i>	<i>Page</i>
The Little Boy (Pawnee)	B	12
Song of the Dove (Navajo)	B	21

HISTORICAL SONGS	<i>Level</i>	<i>Page</i>
Do Not Fear the Horse (Pawnee)	C	5
Dust of the Red Wagon (Ute)	B	7

LULLABIES	<i>Level</i>	<i>Page</i>
Sleep, Child (Quechan)	B	18
Sleepy Time (Ojibwa)	A	19

TRADITIONAL SONGS & STORIES	<i>Level</i>	<i>Page</i>
Begging Song (Kiowa)	B	2
A Fable (Winnebago)	A B	8
I'll Look Everywhere (Quileute)	A	11
The Myth of Young Eagle (Paiute)	A (B)	15
Song of the Clown (Tohono O'odham/Pima)	A	20
A Winter Song (Ojibwa)	C	25

BY TRIBE

	<i>Title</i>	<i>Level</i>	<i>Page</i>
Apache	Song to End a Dance	B	22
Chippewa	The Morning Star	A	13
Choctaw	Pleasure Dance	A	17
Creek	Duck Dance	B (A)	6
Dakota (Sioux)	Healing Song	C	9
Kiowa	Begging Song	B	2
Menominee	Partridge Dance Song	A	16
Navajo	Mountain Hymn	C	14
	Song of the Dove	B	21
Ojibwa	Sleepy Time	A	19
	A Winter Song	C	25
Omaha	Dance of the Turkeys	A	4
Paiute	The Myth of Young Eagle	A (B)	15
Pawnee	Do Not Fear the Horse	C	5
	The Little Boy	B	12
Pima (Tohono O'odham)	Song of the Clown	A	20
Quechan (Yuma)	Sleep, Child	B	18
Quileute	I'll Look Everywhere	A	11
Santo Domingo	We Bring You Good Crops	B	24
Seminole	Two-Direction Dance	A	23
Ute	Dust of the Red Wagon	B	7
Winnebago	A Fable	A (B)	8
Yuchi	Horse Dance	B (A)	10
Zuni	Corn Grinding Song	C	3

MUSICAL CONTENT

- | | |
|--|---------------------------------|
| I. Ten-note vocal range | IV. Descending melodic patterns |
| II. High and Low voice groups | V. Rattle accompaniment |
| III. Two six-measure phrases in the melody | VI. English and Pawnee texts |

Developmental Goals

Suggested Experiences

- | | |
|-------------------------------|--|
| A. Sing English text | 1. Play entire song to introduce it.
2. Divide class into High and Low vocal groups, especially if there are students with changing voices.
3. Melody may be played on resonator bells by teacher or students from each group: low A, B, middle C, E, A, high C.
4. Sing entire song in English with the music. |
| B. Learn and sing Pawnee text | 1. Consult Pronunciation Guide; echo-chant the text.
2. Divide in two groups, as above, for singing.
3. Proceed as in English text above. |
| C. Add rattle accompaniment | 1. Form a group of rattle players. Use down strokes on downward stems; up strokes on upward stems: 
2. Sing English and/or Pawnee text.
3. Play appropriate text for singing. |

INDIAN TEXT

Word/Phrase/Sound

Pronunciation Guide

Meaning

kirike	kee-ree-keh	what
we	weh	now these
ruta	roo-tah	coming
hu	hoo	yonder
a,e	ah, ay	meaningless syllables
re	reh	these
arusa	ah-roo-sah	horse
si	see	it
rax	rahks	you
riru	ree-roo	afraid

Accompanying Instrument

With no gourds available, rattles were made of rawhide to look like gourds with a rounded shape. Small stones were placed inside and a handle was attached. The rattle tradition is a very strong one among American Indians. Use any nonplastic rattle. See the Appendix for instructions on making a gourd and other rattles.

See also "Horse Dance" (Yuchi)