

Discovering Our Delta

Teacher Guide

Table of Contents

I. Introduction	3
II. Tradition Bearers and the Classroom	5
Locating Community Members/Tradition Bearers	6
Preparation and Follow-up Materials	8
Follow-up Strategies	10
Presenting to the Class	10
III. Project/Activity Ideas and Competencies They Address	12
Language Arts	12
Imagery in the Blues	12
An Immigrant's Story	13
Sermons and Literature	13
Social Studies	13
Has Cooking Changed?	13
Food and Music	14
Are We Different? Are We Alike?	14
How Has Catfish Farming Changed the Delta?	14
A Dream of Democracy	14
Math and Science	15
How Much Is "This Much"?	15
Food Pyramid	15
Ingredients for a Chinese Meal	16
Quilt Plan	16
The Farm-Raised Cat and the River Cat	16
You Are What You Eat	17
Home Economics	
Food and Music Shopping	17
School Quilt Show	17
Cooking with Catfish	18
IV. Appendices: References, Resources, and Other Information	19
Community Research Forms and Related Information	19
References: Publications	19
Oral History/Folklore and Folklife General	19
Topics Relating to Information in Video	20
Community Resources: Institutions	21
Internet Resources	21
Sample Letter to Parents/Guardians	24

I. Introduction

This Teacher Guide is designed to accompany the video and Student Guide to *Discovering Our Delta: A Learning Guide for Community Research*. The video and guide help students learn about community research, oral history, and folklore methodology, and how to use them in many school subjects and across the curriculum. The overarching goals of this project are:



- To familiarize teachers and students with a method of learning that uses community resources and everyday knowledge to gain access to information on a variety of subjects
- To foster respect among students for the knowledge that older tradition bearers in the community possess
- To recognize that this method could be used for life-long learning within the community

Please familiarize yourself with the video and the Student Guide before using this Teacher Guide, since the material here will expand upon the student material but will not repeat it.

Some Terms to Know

Several terms used in the video and the Student Guide do bear repetition, with definitions for the educator:

Community research (or community-based research): Research done within a community defined by the student's family and ethnic background, neighborhood, and circumstance.

Since **community** is a very broad term that can have many meanings, we have deliberately left the term open-ended in our usage here. Students may live within the bounds of many overlapping communities, including their school, family, church, service organizations or clubs, peer groups, etc. Any and all of these communities can be tapped for information using the methods described in these materials.

Research in this context involves interviews, observations, and analysis of materials collected directly from community members. Students are also encouraged to conduct collaborative research in local libraries, archives, museums, and on the Internet.

Community resource: In addition to the tradition bearers that the students will interview, other sources of information in your community include the local and/or school libraries, historical society, museum(s), archives, and other repositories of information available in your town, county, or region. Some of these are listed in the resource section of this guide.

Folklore/folklife: The study of traditions passed down from person to person and generation to generation, over space and time, learned by observation and imitation. Examples of folklore include the telling of folk stories or legends, family cooking methods, fishing, woodcarving, quilting, playing or singing traditional music such as traditional fiddle tunes, lullabies, ballads.

Oral history: A process of collecting, usually by means of a tape-recorded interview, reminiscences, accounts, and interpretations of events from the recent past which are of historical significance.

Tradition bearer: A person who has traditional knowledge to share. For example, someone who learned to quilt or cook from

a family member, someone who has been farming for many years, a good storyteller or singer of traditional hymns. See the video, and profiles of community members interviewed for this project contained in this guide, for other examples.

NOTE: There are many excellent resources available for more information and ideas on folklore, oral history, and education. Check the resource section at the end of this guide.

Using Community Research in Your Classroom and Across the Curriculum

The premise of these materials is that community-based research can be used in just about any class subject. Uses in social studies, language arts, home economics, music, and art may come to mind immediately, but applications in the sciences and math are also quite feasible. This guide will suggest ways that community-based research projects can fit into state curriculum competencies in a variety of subjects. You will, no doubt, think of other ways projects will fit into your classroom goals and objectives, and ways in which you can work with other teachers to suggest projects that span across your school's curriculum.

The video and Student Guide give students a blueprint for conducting research by interviewing community members. As an educator, you can help students with this work in the following ways:

- Locating appropriate community members (tradition bearers) to interview
- Providing equipment (tape recorders, still or video cameras) and time and guidance in using this equipment properly
- Guiding students in finding materials (books, articles, archival material, Internet connections) that will help prepare them for the interviews and provide follow-up information
- Helping with analysis of interview content and ideas for projects using the material

Let us take these one by one and suggest the most effective ways of helping.

Locating Community Members/ Tradition Bearers

The community members interviewed by the students in the video were, in many cases, familiar figures: neighbors, church members, teachers, even a grandfather. These people knew a great deal about subjects that the students found interesting: cooking, catfish farming, quilting, preaching, blues singing, Chinese culture. Finding out more about these individuals may give you a better idea of people in your own community whom it would be appropriate for your students to interview.



Rev. Marvin Keith Myles (interviewed by Steven Richardson) was born and raised in Friars Point and Clarksdale, Mississippi, in Coahoma County. Raised in a religious family, Rev. Myles was known as a fine gospel singer. As a young adult, he accepted the call to preach.

He continues to sing throughout the Delta with his family group, the Myles Family. He currently pastors two churches: Friendship Missionary Baptist Church in Friars Point, and Liberty Missionary Baptist Church, Mississippi's oldest all-Black church, in Lyon.

Henrietta Taylor (interviewed by Sasha Lenoir) was born in 1924 on what is now the Delta Pine Plantation in Washington County. She and her family worked on the land for the plantation owners until work ran out. Mrs. Taylor's family worked other farm lands in the Greenville area. It was on the plantation and in Greenville that Mrs. Taylor learned to quilt from her mother. As a child, Mrs. Taylor was fascinated with the quilt-making process: piecing fabric to create bright designs and then stitching them together with cotton filler and a plain bottom lining. Mrs. Taylor continues to quilt today, enjoying the bright colors of the fabric and the satisfaction she gains from the joy of putting a quilt together and the peaceful feeling she has while she is at work. She has shared her traditional skills with her son, John, and other members of her family.



Turner Arant (interviewed by LaBeth Brown) was born and raised on his family's farm in Sunflower, Mississippi. In his earlier days, the Arant family raised cotton, rice, and soybeans.



In the 1960s, Mr. Arant became interested in catfish farming and is considered a pioneer in "aquaculture," continuing to raise rice, soybeans, and wheat. He is active in civic and church affairs, as well as his work in the catfish industry.



Sally Chow (interviewed by Laura Grace Tinsley) was born in Dublin, Mississippi, and raised in Clarksdale. Her grandfather came to the United States from China in the early 1900s, seeking economic opportunities. In Dublin and in Clarksdale,

Mrs. Chow's family ran grocery stores. In addition to learning how to run a small business, Mrs. Chow learned to cook traditional Chinese foods from her mother. Today, Mrs. Chow teaches home economics at Oakhurst Junior High School in Clarksdale. She also plays the organ for her church.

Gilroy Chow, Sally Chow's husband (interviewed by Laura Grace Tinsley), was born and raised in upstate New York. An engineer, Mr. Chow worked at NASA on the Apollo project. It was Mr. and Mrs. Chow's love of home and family in Mississippi that made them decide to return to Clarksdale.



Eddie Cusic (interviewed by Ashley Harris) was born and raised in Leland, where as a child he listened to many of the blues musicians of the Delta. Starting with the one-string guitar, which consists of a string nailed to a door and played by sliding an object up and down the string with one hand and plucking the string with the other, Mr. Cusic later took up the six-string guitar. Although he stopped playing music for 25 years, he recently started again and is one of the few Delta blues guitar players still living in the Delta.



Lucinda Cusic (interviewed by Ashley Harris) was born and raised in Natchez, Mississippi. She learned to cook in the "down home" way by watching the women in her family cook. Her son, Dale, has learned to cook from her, and she is known for her sweet potato pie and collards with pig tails.

Preparation and Follow-up Materials

Helping Prepare Students for Interviews

Besides helping students find and use equipment, you can aid them in their interviewing process in a number of other ways:

- **Encouraging students to think about their own place in the community**

The Student Guide contains an activity sheet called “Who Are You?” designed to help students think about their own lives and their interests. You may wish to assign this sheet to your students early in the project.

- **Helping find background information**

No matter whom the students plan to interview, some general background on the topic of the interview is helpful. There are many good sources of information on popular forms of folk art such as quilting, blues music, and Southern cooking. Some topics might hold more of a challenge! In the resource section of this guide, there are ideas for information sources. Your school librarian, a community librarian, local historian, or other resource person in your area will undoubtedly have more ideas.

- **Modeling/practicing the interview process**

It may be helpful to model the interview process by either doing your own taped interview of a tradition bearer you know, or inviting a tradition bearer to class and asking him or her questions in front of the class. If the latter is possible, students should be encouraged to ask their own questions as well. Alternatively, students could practice their technique by interviewing you, or each other, in class for practice.

- **Reviewing interview questions for content**

Each student should formulate a set of questions as a guide for the interview. The Student Guide gives a sample of questions used by one of the interviewers in the video (see page 10–11). You might wish to review the students’ lists of questions and make suggestions.

- **Encouraging involvement of parents or other elders in interview process**

In the video, Laura Tinsley consults with her parents on ideas prior to her interview with the Chow family. LaBeth interviews her grandfather. Steven asks his father for information relating to his interview with Rev. Myles.

The interview provides students with a good opportunity to involve their parents, other relatives, or respected older people in their community in their education. You may wish to encourage this exchange by sending home a letter to parents or guardians, explaining how they can help students prepare for and carry out the interviews. A sample letter is offered in the appendices.

- **Use of forms included in Student Guide**

The Student Guide includes a number of forms for use by students:

Interview Report Form: Useful for collecting some standard information on each person interviewed and recording the “context” of the interview (explained further in the Student Guide).

Release Form: Grants permission for the information in the interview to be used for educational purposes. It should be emphasized, however, that tradition bearers should be contacted before any information from interviews is used in a publication, edited videotape, or other project that will be seen by schoolmates or the public. Note that the form allows the person interviewed to put any type of restriction on the use of the tape(s) and photo(s) collected if so desired.

Log Sheets (tape, photo): Standardizes the method of taking notes on tape and photo content. Invaluable in finding information in the future for use in projects.

Transcription Form: Useful if students wish to transcribe their interviews verbatim.

These forms can also be found on www.folklife.si.edu/deltaed.

- **Explaining your expectations of their interview**

You will no doubt have your own goals and objectives for the student interviews. How will they fit into the unit or curriculum you are planning? Make sure students fully understand why you think this assignment is important and what format(s) their final product should or could take, and how the work will be assessed.

- **Ethics in collection**

See the section in the Student Guide on this topic. Students should respect the wishes of the tradition bearers they interview in using certain information that may be personal or confidential.

Follow-up Strategies

Logging/Transcribing Tapes

Detailed information about logging tapes (taking general notes on content) and/or transcribing them (making a verbatim written record of content) is included in the Student Guide. Students might need some help deciding whether to log or transcribe their tapes. The first step in making this decision is to help students determine what they will do with the interview material. Will direct quotes be used in their presentation? If so, they should at least transcribe portions of the tape verbatim. Students may need some class time to log or transcribe their tapes, especially if they do not have tape recorders at home. Use of a transcriber with a foot peddle (such as a Dictaphone) makes the process much easier.

Finding More Information on Topics

Encourage students to find follow-up information on the topic(s) of their interview in the same way they researched the topic(s) prior to the interview. Information that came up during the interview may send students in other directions than they previously planned. Specifics such as the names of quilt patterns, a type of food cooked, guitar playing or preaching techniques, etc., may have surfaced during the interview, so the search for further information can become more detailed. Further research may also be determined by the use the students have decided to make of the information.

Interpreting Data from Interviews

An important part of the follow-up process should be interpretation or analysis of the data gathered during the interview process. Since students may not make connections themselves between the “raw” data they have collected via the interviews and ways to interpret that data, they will no doubt turn to you for some ideas. See the Student Guide for suggestions using the video content. See also project suggestions contained in this guide.

Presenting to the Class

How should students present their findings to the class? There are as many answers to this question as there are students! A number of suggestions are given in the Student Guide. As a teacher, you may wish to guide students in other directions that relate more closely to your curriculum. A number of suggestions of sample projects relating to Mississippi public school curriculum competencies are provided in the next chapter.

Guidelines such as how long the presentations should be, how much physical space they can take up in the classroom or other school venue, how many pages a written report should be, etc., of course, will need to be set by you as the classroom teacher.

Inviting Tradition Bearers to the Classroom

Some students may wish to invite the person they interviewed to class for a demonstration or a talk. With some preparation, this could be a wonderful opportunity for your class. You can help facilitate such a visit in the following ways:

- Encourage the student who is inviting the community member to prepare an introduction for the class. Review this introduction with the student for appropriateness in length and information included.
- If possible, it is desirable to offer the community member a small stipend for his or her visit. Often, school PTAs have funds for such visits.
- Work with the rest of the class to prepare questions for the community member. This will help involve the whole class in the visit.
- Work with the student issuing the invitation to make sure that the community member will have everything he or she needs for the visit, such as table, tools, supplies, slide projector, or whatever else is necessary. Help the student structure the visit for an appropriate length of time.
- Encourage students to write thank-you notes to the visitor after the visit. Other follow-ups to the visit might be an interpretation of the visit’s good or bad points by the student who invited the community member, or a follow-up interview to get the community member’s impressions of visiting the class.

These ideas were prepared by folklorist and educator Jan Rosenberg, who worked closely with videographer Charles Weber and the students and tradition bearers featured in the video. The project ideas can be used as examples for your students' projects, or they can be carried out "as is" after watching the video.

Language Arts

Imagery in the Blues (Eddie Cusic interview)

Competency: Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language.

Compare and contrast the kinds of imagery in the blues sung by Mr. Cusic. Discuss what a blues song would sound like in a poem. Speculate on the role of music in the blues: what does music do to the imagery of the song? Based on the students' understanding of the blues, brainstorm for current events subjects that could inspire blues lyrics. Have students work in groups to compose blues lyrics relating to current events. Have the groups come together to recite or sing their songs. Discuss the songs, and compile the groups' lyrics into a current events blues book.

Sample blues lyric:

Catfish Blues (traditional)

[This version of the song was recorded by Lightnin' Hopkins in 1961.]

You know I wished I was a catfish,
Swimming in that deep blue sea
I'd have all the good-looking women there, boy,
Fishing after me
Fishing after me,
Ooh ooh

I went down to my baby's house
She said, "Lightnin', come on in
Ain't nobody here with me, good Lord
You know I'm your friend."

You know I went down to the river,
Started jump overboard and drown
I thought about that little mamma, turned around
I went walking back to town
Back to town
Back to town
Sho'h enough, back to town.

An Immigrant's Story (interview with the Chow family)

Competency: Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning.

The Chinese came to the United States after the Civil War in search of economic opportunity. While some Chinese worked to build our nation's railroads, others became successful store and business owners. Many immigrants who chose to live in the Delta were among the latter. Bound by a commitment to family and culture, Chinese communities in the Delta today, while small, are very tightly knit.

Have students write a short story about Chinese immigration from a first-person perspective. Use the video and the references in the introductory section for background information.

In the story have students describe the reasons why they came to Mississippi, how they felt about leaving China, and what happened when they arrived in the United States.

Sermons and Literature (Rev. Myles interview)

Competency: Discover the history and inherent beauty of cultural expression in language and literature.

Compare the structure of Rev. Myles's sermon with those of a short story, poem, and a play. Make a chart with columns. On top of the first column, write "sermon"; on the second, "short story"; the third, "poem"; and the fourth, "play." Starting with the first column, list the features of the sermon such as "introduction," "rhythm," etc. Then make a list of the features in the other forms in their respective columns. Examine the similarities and differences in the four forms. Discuss: how could Rev. Myles's sermon be retold as a short story, a play, and a poem?

Social Studies

Has Cooking Changed? (Sally Chow or Lucinda Cusic interviews)

Competency: Understand patterns of human culture development and movement through place and time.

Work with students to develop interview questions they can ask two relatives – one older and one relatively younger (like a mother and a

grandmother, uncle or grandfather) to find out how cooking has changed in their lives. For example, are there ingredients that the older person used that he or she no longer uses? Why? Are relatives using more mixes than they used to? What foods were popular then and are popular now? Have students transcribe recipes used by the older and younger person. In class, discuss how they compare. Put recipes together into a “generations cookbook” along with stories about the recipes.

Food and Music (Eddie and Lucinda Cusic interview)

Competency: Understand patterns of human cultural development and movement through place and time.

Discuss why food and music go together. Have students work in groups to make lists of possible reasons for the “food and blues connection.” Once the lists are complete, speculate on whether or not these reasons would have applied 50 years ago. Have students debate the question.

Are We Different? Are We Alike? (Chow interviews)

Competency: Understand patterns of human cultural development and movement through place and time.

After viewing the video, create a Venn diagram to explore how the Chinese heritage and lifestyle are similar to and different from those of the students. Use the diagram to discuss the concept of stereotypes and how they can affect people from different cultural, ethnic, and socioeconomic backgrounds.

How Has Catfish Farming Changed the Delta? (Turner Arant interview)

Competency: Understand the interdependence among individuals, groups, and nations in both human and physical terms.

After viewing the video, discuss how catfish farming has or has not changed the Delta: geographically, socially, economically.

Which of the three areas of change or no-change are most important to life in the Delta? Students can work in groups to prepare to debate their opinions.

A Dream of Democracy (Rev. Myles interview)

Competency: Understand the democratic foundation, principles, and people that have contributed to United States history.

Dr. Martin Luther King, Jr., used portions of the Declaration of Independence in his 1963 speech, “I Have a Dream.” Read the two texts. How did King use the Declaration of Independence to create a message about civil rights? How was the plight of the Colonists similar to and different from those of African Americans King discusses? Discuss: how is the “I Have a Dream” speech like a sermon? Compare with Rev. Myles and with students’ pastors.

Math and Science

How Much Is “This Much”? (Sally Chow or Lucinda Cusic interview)

Competency: Problem Solving, Connecting, Estimation

When some people cook using recipes that have been passed down through the generations, they may not use measurement such as “1 cup” or “1 teaspoon.” Instead, measurements are described as “pinches” and “handfuls.” How much is a pinch? Have students talk with relatives or neighbors who cook in this manner. Have them ask the cook to take a pinch or handful of a dry ingredient (i.e., flour, cornmeal, salt, sugar, or rice) and drop it into a plastic bag. Students bring in their pinches, handfuls, etc., to class and weigh them. Compare results using a bar graph. How do the differences in measurements influence recipes?

Food Pyramid (Sally Chow interview)

Competency: Estimation, Problem Solving

Mr. and Mrs. Chow cooked a Chinese meal for 10 people. They made chicken with broccoli and stir-fried collard greens. The meal was served with steamed rice.

Use the “food pyramid” to identify which food groups were used in the meal. Estimate the nutritional value of the meal in light of the combinations of carbohydrates, fats, and proteins.

NOTE: See the web site <http://www.nal.usda.gov:8001/py/pmap.htm> for a copy of the USDA food pyramid.

Ingredients for a Chinese Meal (Sally Chow interview)

Competency: Planning

Have students work in groups to go to a supermarket like Jitney Jungle. What kinds of Chinese foods can students find on store shelves? Explore the shelves, meat, and vegetable departments. What kinds of foods can be found that might be used to prepare a Chinese meal? Students should list these foods according to type. Back in class, go over the lists. What foods were different from those they might eat at home? Create a Venn diagram of the likenesses and differences. Discuss: what makes Chinese food Chinese? What makes the foods you like to eat American?

Quilt Plan (Henrietta Taylor interview)

Competency: Problem Solving, Estimation

Discuss the steps one might take to plan making a quilt. Work in groups to plan the quilt design (it can be one of Mrs. Taylor’s or a family member’s), the materials needed for the quilt, and the time needed to piece and quilt the quilt top. Write out the plan, and create a budget and a timetable. You can use a chart like the one below to work on.

Materials needed	
Cost of purchase	
Time needed for purchase	
Number of blocks you want to piece	
Time needed to piece your blocks	
Kind of frame you will use to quilt your quilt	
Time needed to quilt your quilt	

The Farm-Raised Cat and the River Cat (Turner Arant interview)

Competency: Connecting

What are the differences between the farm-raised catfish and the river catfish? Given information from the video and the supplemental information from the Catfish Institute, have students pair with each other and pretend they are farm-raised and river catfish. Students interview each other about their habitats, feeding patterns, and how they are caught by fishermen and catfish farmers. Discuss interview results as a class and create a Venn diagram of the differences and similarities between the two fish.

You Are What You Eat (Turner Arant interview)

Competency: Connecting

Do people eat the same thing that farm-raised catfish eat? According to Mr. Arant, farm-raised catfish eat a high-protein feed consisting of soybeans, corn, wheat, and vitamins. Have students find out what they and catfish have in common when it comes to food. They can go to the store to read labels on the foods they normally eat, or they can read labels on the foods they have at home. For example, how many kinds of foods do students eat made with corn? Students write up their findings and bring them to class. Compare and contrast human food needs with those of the farm-raised catfish.

Home Economics

Food and Music Shopping (Eddie and Lucinda Cusic interview)

Competency: Problem Solving, Planning

Imagine a store where people could buy their favorite down-home food and blues music recordings. What would such a store look like? How would it be stocked? Divide students into two groups. One group would be in charge of stocking the store with down-home foods. The other group would be in charge of music. Each group prepares an outline of its store’s contents, along with prices and a plan for marketing the store to their friends, family, and community.

School Quilt Show (Henrietta Taylor interview)

Competency: Planning

Organize a school quilt show consisting of quilts from students’ homes. Compose and circulate a letter to students’ families that you would like to have the show and ask if they can donate a quilt for the project. Ask that the child bring the quilt by a particular date, with a note saying what kind of quilt pattern the child is bringing, who made the quilt, and any story about the quilt that makes it special.

Once you have the quilts, students measure them and write out slips of paper with the information on the quilts. This information would come from the notes sent by family members. Attach the information to the quilt, along with the measurement, using a straight pin.

Display the quilts by draping them over chairs, making sure the quilts do not touch the ground. Advertise the quilt show in the local newspaper, and invite the public to attend. Students can act as guides through the exhibit. Family members who come to the show can also talk about their quilts.

Cooking with Catfish (Turner Arant interview)

Competency: Planning, Preparation, Nutrition

Prepare the recipe below for Catfish Parmesan, which LaBeth Brown makes. During preparation, discuss the nutritional value of the ingredients. In sampling the meal, discuss the taste, texture, and presentation of the finished product.

Catfish Parmesan

- 6 pan-dressed whole farm-raised catfish or catfish fillets
- 2 cups dry bread crumbs
- 3/4 cup Parmesan cheese
- 1/4 cup chopped parsley
- 1 teaspoon paprika
- 1/2 teaspoon oregano
- 1/4 teaspoon basil
- 2 teaspoons salt
- 1/2 teaspoon pepper
- 3/4 cup margarine or cooking oil
- Lemon wedges

Combine dry ingredients. Dip catfish in melted margarine or oil and roll in the dry mixture. Arrange fish in a well-greased baking dish 14 x 9 x 2 inches. Bake in a 375 degree oven for 25 minutes or until fish flakes easily. Cooking time will be less if using fillets. Garnish with lemon wedges. Serves 6.

References, Resources, and Other Information

Community Research Forms and Related Information

Further information and student research forms can be found on www.folklife.si.edu, and folklife.si.edu/deltaed.

References: Publications Oral History/Folklore and Folklife General

Bartis, Peter. 1979 (revised and expanded, 1990). *Folklife and Fieldwork: A Layman's Introduction to Field Techniques*. Publications of the American Folklife Center, No. 3. Available from the American Folklife Center, Library of Congress, Washington, DC 20540. Also available on-line at <http://lcweb.loc.gov/folklife/afc.html>.

Brunvand, Jan. 1986. *The Study of American Folklore*. New York: W.W. Norton. Call #GR105.B7.1986.

Ives, Edward D. 1980. *The Tape-Recorded Interview: A Manual for Fieldworkers in Folklore and Oral History*. Knoxville: University of Tennessee Press.

Moonsammy, Rita Zorn. 1992. *Passing It On: Folk Artists and Education in Cumberland County, New Jersey*. Trenton: New Jersey State Council on the Arts.

Simons, Elizabeth Radin. 1990. *Student Worlds Student Words: Teaching Writing Through Folklore*. Portsmouth, N.H.: Heineman. Call #PE1404.S55.

Wilson, Charles, and William Ferris, editors. 1989. *Encyclopedia of Southern Culture*. Chapel Hill: University of North Carolina Press. Call #F209.E53.1989.

See also, CARTS web site listed in Internet Resources, below. A number of useful publications can be ordered from the Culture Catalogue, which is available at the CARTS web site or by writing or calling: City Lore, 72 East First St., NY, NY 10003, (212)529-1955.

Topics Relating to Information in Video

Blues/Soul Food Cooking

Ferris, William. 1978. *Blues From the Delta*. Garden City, N.J.: Anchor Press/Doubleday. Call #ML3561.B63 F47 1978.

Starr, Kathy. 1989. *The Soul of Southern Cooking*. Jackson: University Press of Mississippi. Call #TX715.2 S68 S83 1989.

Walter, Eugene. 1971. *American Cooking: Southern Style*. New York: Time Life Books. Call #TX715.2 S68 W35 1971.

Chinese Americans in the Delta

Loewen, James W. 1971. *The Mississippi Chinese: Between Black and White*. Cambridge, Mass.: Harvard University Press. Call #F350 C5 L6 1971.

Quan, Robert Seto. 1982. *Lotus Among the Magnolias: The Mississippi Chinese*. Jackson: University Press of Mississippi. Call #F350 C5 Q36.

African American Quilting

Freeman, Roland. 1981. *Something to Keep You Warm: The Roland Freeman Collection of Black American Quilts from the Mississippi Heartland*. Jackson: Mississippi State Historical Museum. Call #NK9112.F73.

Leon, Eli. 1997. *Something Else to See: Improvisational Bordering Styles in African American Quilts*. Amherst, Mass.: University Gallery, University of Massachusetts. Call #NK911s L455 1997.

Leon, Eli. 1998. *Who'd Thought It: Improvisation in African American Quiltmaking*. San Francisco: San Francisco Craft and Folk Art Museum. Call #TT835.L46 1987.

Catfish Farming

Schweid, Richard. 1992. *Catfish and the Delta: Confederate Fish Farming in the Mississippi Delta*. Berkeley, Calif.: Ten Speed Press. Call #SH167. C35 S39 1992.

Preaching

Rosenberg, Bruce A. 1970. *The Art of the American Folk Preacher*. New York: Oxford University Press. Call #BV 4208 U6 R67.

Community Resources: Institutions

Delta Blues Museum, 114 Delta Avenue, P.O. Box 280, Clarksdale, MS 38614, phone: (601)627-6820, fax: (601)627-7263, e-mail: dbmuseum@clarksdale.com. Exhibitions, archive, and special programs. Check their web site at www.deltabluesmuseum.org for current information and programs.

Center for the Study of Southern Culture, University of Mississippi, University, MS 38677, phone: (662)915-5993, fax: (662)915-5814, e-mail: cssc@olemiss.edu. Archive, publications, special events. Check their web site at www.olemiss.edu/depts/south/ for current information.

Internet Resources

Folklore/Folklife and Education, General

Indiana University Folklore Institute
www.indiana.edu/~folklore/index.html

This site includes information on frequently asked questions such as what is folklore and what does a folklorist do. Also includes links to other folklore sites.

American Folklore Society

www.afsnet.org

Describes services of the American Folklore Society and links to other folklore sites.

CARTS – Cultural Arts Resources for Teachers and Students

www.carts.org

Resources for teachers and students engaged in folklore and education and community research projects, including a very informative newsletter and the Culture Catalogue. Description of some successful community research projects and links to other sites.

Oral History, General

Southern Oral History Program

www.unc.edu/sohp

Good background information on the study of oral history, including interviewer guidelines, notes on interviewing, and links to other oral history sites.

Daily Sentinel PrimeTime/Oral History

www.rny.com/pubs/pi/pt9612/features/oralhistory.html

Good definition of oral history and its importance in linking young people to elders, with good links to other sites, including www.lib.berkeley.edu/BANC/ROHO/1minute.html which offers a "one-minute guide to oral history."

National Endowment for the Humanities, "My History Is America's History"

www.myhistory.org

Good ideas on collecting family histories, with plenty of examples. Also, information on making a family tree, using family photos and documents, and much more.

Mississippi Delta Internet Resources

Note: This directory of helpful Internet sites relating to the Mississippi Delta and the topics in the video was researched and written by Tracy Clonts, who interned at the Center for Folklife and Cultural Heritage in Fall 1999.

Mississippi Delta

www.olemiss.edu/depts/south

University of Mississippi's Center for the Study of Southern Culture. Very good place to start if looking for a topic to research. Also a great place to ask the experts questions.

Southern Culture Heritage Foundation

www.southernculture.org

Another place to ask the experts.

www.regional-site.net/mississippi-delta/html.govern.shtml

A guide to the government sites for the Mississippi Delta region.

Delta Blues

www.mudcat.org

Lots of articles, biographies, and information about blues.

www.deltaboogie.com

Lots of bios of Delta musicians and even some good Southern recipes.

www.clarksdale.com/dbm

The Delta Blues Museum in Clarksdale, Miss., is a great resource.

www.msmusic.org

The Mississippi Music Hall of Fame.

<http://shs.starkville.k12.ms.us/mswm/mswritersandmusicians>

This site is run by students at Starkville High School and gives lots of bios for Mississippi writers and musicians.

Catfish

www.aquaprocorp.com

Has a nice little explanation of catfish farming from the pond to the plate.

www.catfishinstitute.com

The name says it all: The Catfish Institute. Everything from current news to free recipe books.

www.aquaculturemag.com

Aquaculture Magazine, with many articles online.

www.farminfo.org

This is an overall good site for information about all types of farming, including aquaculture.

Southern Food

www.southernkitchen.com

A great site that gives everything from the history of cornbread to Southern kitchen anecdotes...oh, and some great recipes, too.

www.grits.com

All you ever wanted to know (and some things you didn't) about the wonderful Southern delicacy we call grits.

Quilting

www.quilt.com/mainquiltingpage.html

The best site for quilting information on the web. Loads of patterns, tips for beginners, history of quilting, and much more.

www.quiltchannel.com

Lots of quilting info and even a quilt search engine to help.

www.quiltart.com

A very large online quilt gallery.

www.quiltgallery.com

Quilt Gallery Magazine runs this nicely organized site. It has a great gallery and lots of articles, quilt news, interviews with prominent quilters, and more.

Sample Letter to Parents/Guardians

[date]

Dear Parent/Guardian:

Your child is participating in a school project interviewing community members about their experiences and knowledge. You can help him or her in several ways.

First, he or she may need help identifying an appropriate person to interview. You may know a family member, neighbor, or acquaintance who has the type of knowledge that your child wishes to research.

Second, students will need access to a tape recorder and camera. If you have this equipment at home, please help your child learn to use it. If you do not have this equipment at home, the student may be able to borrow it from school.

Third, students may need transportation to and from the interview. Please make sure your child schedules the interview at a time when it is convenient both for you and the person being interviewed.

Last but not least, your child may wish to ask you questions about your own background, in preparation for the interview. Or he or she may wish to use you as an interview subject.

Thank you very much for your cooperation on this project. I believe that it will provide an excellent learning experience for your child.

Sincerely, etc.