



Ray Simien

“Yellow Rose of Texas”

Grades: 4-8

Assembly Performance

Performance Length: 45 minutes

Audience Limit: 100

About the Artist

Mr. Simien is a graduate of Lamar University, where he studied music theory, composition, and songwriting. Putting his skills to work, Ray has written a number of original scores, many of which he performs. This accomplished guitarist and pianist co-created the “Yellow Rose of Texas” program with Young Audiences of Southeast Texas. He also is a firefighter for the city of Beaumont and the father of two.

Before the performance:

- Ask students to recall what they know about the Texas Revolution.
- Ask students if they know any popular songs about Texas, such as “The Yellow Rose of Texas” or “Deep in the Heart of Texas”.

After the performance:

- Discuss how the music of the Texas Revolution reflected common emotions and values held during this time.

About the Program

In *Yellow Rose of Texas*, Mr. Simien brings the Texas Revolution to life through its music by combining keyboard, guitar, singing, and creative dramatics. A highlight of the performance is his re-telling the story of the “Yellow Rose of Texas”, Emily D. West. Through Mr. Simien’s entertaining performance, students gain a deeper understanding of the Texan drive for independence from Mexico.

Performance Set-up Requirements:

A performance area of at least 10’ x 10’, and a simple PA system with microphone. Students may be seated on the floor or in rows of chairs.

Classroom Management

Please note that Young Audiences' policy mandates that the classroom teacher is to be present during the entire program or residency. Should the teacher leave, the artist is instructed to leave also. The teacher is responsible for managing classroom behavior during the program or residency.

TEKS:

Social Studies TEKS: 4.6A, B; 5.6B, 4.3A, 4.22C; 5.4B, C, 5.8A, 7.1B, C, 7.2D, E, 7.3A, B, 7.21B, E, 7.23A..
Language Arts TEKS 4.15A, B, 4.20A, B, D, E; 5.15A, B, 5.20A, B, D, E, 7.8C, D, 7.10I, J, K, 7.11A, B, C, 7.12A, 7.13H, I, 7.15A, B, C, 7.19A, B, D, E.

Word List

Emily D. West: the free African American woman whom legend named as the "Yellow Rose of Texas". She was credited with a liaison with Santa Ana before the Battle of San Jacinto that affected the battle's outcome. Historians have since revealed that this is a myth.

Battle of San Jacinto: the final victory that won Texas' independence from Mexico

Primary Source: a document, manuscript, letter, or other form of evidence that is direct, first-hand information

Authoritative Source: a source of information that has recognized credibility on the subject

Thank you for allowing Young Audiences of Northeast Texas to share these artists and performances with your students. The students' written thank you notes may be sent to:

Young Audiences of Northeast Texas
200 East Amherst
Tyler, Texas 75701

Classroom Connections

Social Studies:

Invite your students to look at a Texas map.

- Why are Texas' boundaries what they are today? How were they drawn after Texas' revolution? (They can look for natural lines of demarcation such as the Rio Grande River.)
- Why would the settlers be attracted to Texas?

Ask your students to compare and contrast the Mexican and Texan forces during the Texas revolution in the following categories:

- Training
- Equipment
- Supply availability
- What they were fighting for
- Devotion to their cause (Mexico had only gained its own independence from Spain 14 years earlier, in 1821).

Next, ask them what factors tipped the scales in the Texans' favor.

Language Arts:

Primary vs. Secondary Sources

Discuss primary and secondary sources with your students:

- Historians search for evidence in **primary sources** such as eyewitness accounts, official documents, personal documents, newspaper reports. Ask your students to debate the value of assessing these sources for bias.
- When historians use **secondary sources**, such as hearsay, pictures, and other books on the subject, they must check even more carefully for distortion. Have your students to debate whether these sources must be checked more carefully than primary sources.

Ask students to research the story of the "Yellow Rose of Texas". Did this story originally come from primary or secondary sources?