Context-setting Description

Our target audience for American southern culture through music and history unit is second language learners in English. The educational setting would be level 3 or level 4 at a community college or American culture class for internationals at a university. The students would be from different countries.

At the university, the majority of students would be age 18-25. All the students would have graduated from high school and been accepted to a university.

At the community college level the students would be 18 years old to 99 years old. The students’ background would be diverse in that some students would have no previous degree and some students would have Ph.D.s.

Each class period is two hours long. If a teacher has an hour long class instead, she can split the lessons into two days. The unit is three weeks long assuming classes meet twice a week. We have one introductory lesson with pre-test, a section of history, culture, country music, and jazz music, and a final lesson with a post test.

The students would need a computer with Internet access, headphones, and the link to our unit. So we feel this feel this would provide the broadest possible application for students who may be learning at institutions with less technologically advanced equipment. The only possible problem we see is that the video components of our project are from YouTube, which may be blocked in certain countries.

OBJECTIVES:

By the end of the introductory lesson the students will be able to point out the southern U.S. region on a map.

Upon finishing the introductory lesson, the students will be able to name two music styles, which evolved in the South.

The students will be able to identify the President of the United States and the President of the Confederacy during the Civil War.

The students will be able to list the two sides in the Civil War conflict by their location and nickname.

The students will be able to identify the two anthems of the Union and Confederacy after listening to them.

The students will be able to identify the most common religion in the South as fundamentalist Protestantism.
By the end of the lesson, the students will be able to state that Southern hospitality is a way to make visitors as comfortable as possible.

By the end of the lesson, the students will be able to correctly identify the roots of the South's musical history as starting before the War.

By the end of the lesson, the students will be able to identify some Southern writers.

The students will be able to identify some of the countries, which have influenced the Southern cuisine. (British, Scottish, Irish, French, Native American and African.)

After reading the jazz text, the students will be able to tell how jazz got started. (Jazz got started by African-Americans creating new sounds from their memories of slavery.)

Upon learning the definitions of six new vocabulary sentences in the jazz section, the students will able to match the six vocabulary words with the correct sentences. The vocabulary words are: series, creole, intensity, memorial, cornet, distinctive.

After reading the jazz text, the students will be able to tell some characteristics of jazz. (Jazz musicians create some of the music they play. They break up traditional rhythms, and give greater intensity to unexpected part of the music.)

Upon learning six new vocabulary words in the country music section, the students will able to match the words with the correct sentences.

Upon reading the text about country music, the students will be able to identify three instruments played in country music. (fiddle, guitar, harmonica, etc.)

After reading the reading selection on country music, the students will be able to identify other names given for the term country music. (Hillbilly, Country and Western, and Honky-tonk)
American Southern Culture Unit

by

Svetlana Kotliarova, Lindsey Kurtz, Jayme Wilken, and Susan Lee
American Southern Culture Unit

I. Introductory lesson plan

II. History lesson plan

III. Culture lesson plan

IV. Jazz lesson plan

V. Country Music lesson plan

VI. Final lesson plan
U.S. Southern Culture Unit
Introductory Lesson Plan

First Day

OBJECTIVES:
By the end of the introductory lesson the students will be able to point out the southern U.S. region on a map.

Upon finishing the introductory lesson, the students will be able to name two music styles which evolved in the South.

Anticipatory Set:
Show a movie clip of “The Andy Griffith Show” which is an American sitcom about an idealized version of a southern town in the 1960s. The following is the URL to the show: http://www.youtube.com/watch?v=8KV1VnYIGl0&feature=related

Have any of you seen that show before? Did you notice anything about the way they talk? Did aspect of American culture stand out to you? Do you have any guesses as to the location of the town these people live in?

Introduction: Since our unit on the New England states is finished, we’re going to move down the coast to the southern states. (Show a large map of U.S. and list on the board what the southern states are.) Southern states can be called the American south, Dixie, Down South, or the South. Southern states include: Texas, Oklahoma, Arkansas, Louisiana, Mississippi, Alabama, Kentucky, Tennessee, Virginia, North and South Carolina, Georgia, and Florida, (West Virginia and Missouri are often included).

Because of the region's unique cultural and historic heritage, including Native Americans, early European settlements of English, French, Scotch-Irish, Scottish, and German heritage, importation of hundreds of thousands of enslaved Africans, growth of a large proportion of African Americans in the population, reliance on slave labor, and legacy of the Confederacy after the Civil War, the South developed its own customs, literature, musical styles, and varied cuisines that have profoundly shaped traditional American culture.
(http://en.wikipedia.org/wiki/Southern_United_States)

In our upcoming unit, we are going to introduce different music genres, which developed in the southern U.S. and have grown in popularity all over the world. We'll be focusing on jazz and country music. (Play some example of jazz and country music such as “Thank God I’m a Country Boy” by John Denver (http://www.youtube.com/watch?v=kzldLJcorbo) and pass out the lyrics. Play “The
Way You Look Tonight” by Hugh Carpenter and sung by Harry Connick Jr. (http://www.youtube.com/watch?v=4M1Dl6KZyZs) and pass out lyrics.

Have the students take the pre-test over the unit.

CLOSING:
So in the next three weeks, we’re going to be talking about U.S. southern culture. You will learn about the Civil War, culture, and two types of distinctly southern music. In our next class, we will investigate about the Civil War.
Thank God I'm A Country Boy Lyric (Recorded by John Denver, written by John Martin Sommers)

Well, life on the farm is kinda laid back
Ain't much an old country boy like me can't hack
It's early to rise, early in the sack
Thank God, I'm A Country Boy

Well a simple kinda life never did me no harm
A raisin' me a family and workin' on a farm
My days are all filled with an easy country charm
Thank God I'm a country boy

When the work's all done and the sun's settin' low
I pull out my fiddle and I rosin' up the bow
The kids are asleep so I keep it kinda low
Thank God I'm a country boy

I'd play "Sally Goodin'" all day if I could
But the Lord and my wife wouldn't take it very good
So I fiddle when I can, work when I should
Thank God, I'm a country boy

Well, I got me a fine wife, I got me old fiddle
When the sun's comin' up I got cakes on the griddle
Life ain't nothin' but a funny, funny riddle
Thank God I'm A country boy

Well I wouldn't trade my life for diamonds or jewels
I never was one of them money hungry fools
I'd rather have my fiddle and my farmin' tools
Thank God I'm a country boy

Yeah, city folk drivin' in a black limousine
A lotta sad people thinkin' that's a mighty keen
Son, let me tell ya now exactly what I mean
I thank God I'm a country boy

Well, I got me a fine wife, I got me old fiddle
When the sun's comin' up I got cakes on the griddle
Life ain't nothin' but a funny, funny riddle
Thank God I'm a country boy

Well, my fiddle was my daddy's til the day he died
And he took me by the hand and held me close to his side
He said..."Live a good life and play my fiddle with pride
And thank God you're a country boy"

My daddy taught me young how to hunt and how to whittle
He taught me how to work and play a tune on the fiddle
Taught me how to love and how to give just a little
Thank God I'm a country boy

Well, I got me a fine wife, I got me old fiddle
When the sun's comin' up I got cakes on the griddle
Life ain't nothing but a funny, funny riddle
Thank God I'm a country boy

http://www.lyricsfreak.com/j/john+denver/thank+god+im+a+country+boy_20073532.html
The Way You Look Tonight

-----Harry Connick, Jr.

Someday, when I'm awfully low
When the world is cold
I will feel a glow, just thinking of you
And the way you look tonight

Yes, you're lovely
With that smile so warm, and your cheeks so soft
There is nothing for me but to love you
And the way you look tonight

With each word, your tenderness grows
Tearing my fears apart
And that laugh that wrinkles your nose
Touches my foolish heart

(You're) lovely, never never change, keep that breathless charm
Won't you please arrange it?
Because I love you
And the way you look tonight

With each word you tenderness grows
Tearing my fears apart
And that laugh that wrinkles your nose
Touches my foolish heart

(You're) lovely, don't you ever change. Keep that breathless charm.
Won't you please arrange it?
Because I love you
Just the way you look tonight

Oh, oh, just the way you look tonight.
American Southern Culture Unit: Civil War Lesson

Vocabulary:

<table>
<thead>
<tr>
<th>Confederacy</th>
<th>Union</th>
<th>Slavery</th>
<th>Secession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surrender</td>
<td>Reconstruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OBJECTIVES:

The students will be able to identify the President of the United States and the President of the Confederacy during the Civil War.

The students will be able to list the two sides in the Civil War conflict by their location and nickname.

The students will be able to identify the two anthems of the Union and Confederacy after listening to them.

DISCUSSION QUESTIONS:

Has your country ever experienced a civil war? What were some of the issues involved?

Do you know anything about the American Civil War? Discuss.

LESSON OUTLINE:

Introduction:

Today we will be learning about a sad time in American history, the Civil War. This war was particularly hard on the American psyche because, instead of fighting against a common enemy (like the British) we were fighting against each other. Families were even divided in this conflict. The result of the war was freedom for millions of enslaved people and having a United Republic once again.

Because the South was particularly devastated by the war, both in human life and economy, its effects are still felt in the South today. We are going to learn about the basics of the Civil War today and some of the important people who played roles in the war.

Activity Guide:

Online, you will have a reading about the Civil War. There are words that are glossed for you (that you can click on to see the definition).

First, we are going to learn 6 words to you now that are particularly important to understand:

1) Confederacy - The name of the South’s Union during the Civil War. Union - The name used by the North during the Civil War.
2) Slavery - The practice of taking other people captive in order to have labor. In the U.S. it was primarily in the Southern region with African slaves. They were generally used in cotton fields.
3) Secession - When one group of people stops being part of another group, country, or political party.
4) Surrender - When one party ends a war by admitting they were beaten.
5) Reconstruction - The time of rebuilding which took place after the Civil War.

Now, you will start the lesson online. I would like you to read through the text and listen to the songs (on headphones) as you go. Please listen to the songs with the lyrics the first time you listen. The second time, I would like you to listen and see if you can understand the songs without looking at the lyrics. When you feel you have a good understanding of the text and songs, please complete the 5 multiple-choice problem quiz over the Civil War material.

The students will need about an hour to complete this section.

FOLLOW-UP QUESTIONS:

What surprised you to learn about the Civil War? Discuss.

What are you confused about, or didn’t understand well? Discuss.

What would you like to learn more about? Discuss.
SUGGESTED ACTIVITIES FOR FURTHER LEARNING:

If you are interested in learning more about the Civil War, there are hundreds of resources for you. Some of my favorites are:

A 9 part video series called "The Civil War" by Ken Burns.  
http://www.pbs.org/civilwar/

This site has a lot of additional information on the Civil War.  
http://www.civilwar.com/

This video is a love letter sent from a Civil War soldier, Sullivan Ballou, to his wife. 
http://www.youtube.com/watch?v=sA2hv8U8eWU

This website, by Voice of America, has at least 30 articles about the Civil War (audio and text)  
http://www.manythings.org/voa/history/

This ESL site has many activities and quizzes over U.S. Civics, including the Civil War.  
http://www.elcivics.com/civil-war-civics.html

BIBLIOGRAPHY:

LYRIC CREDITS:
"Dixie" lyrics:  
http://www.scoutsongs.com/lyrics/dixie.html

"Battle Hymn of the Republic" lyrics:  
http://www.cyberhymnal.org/htm/b/h/bhymnnotr.htm

"Shiloh's Hill" lyrics:  
http://www.civilwarpoetry.org/confederate/songs/shilohsq.html
PHOTO CREDITS:
Lincoln’s picture: http://www.greatamericanhistory.net/images/lincoln19.jpg

Ulysses S. Grant
photo: http://lams.slcusd.org/pages/teachers/negranti/battleprojects06/Katyweb/ulysses-grant.jpg

Robert E. Lee’s photo:
http://www.americaslibrary.gov/assets/jb/civil/jb_civil_surrender_1_e.jpg

Jefferson Davis photo:
http://www.xtimeline.com/_UserPic.Large/9015/ELT2008050212240665226121PG

Black soldier’s photo:
http://www.mtsterlingpubliclibrary.org/CivilWar/USCT.jpeg

VIDEO CREDITS:
“Dixie” video:
http://www.youtube.com/watch?v=zzcLoa1gwCU

“Battle Hymn of the Republic” video:
http://www.youtube.com/watch?v=p5mmFPyDK_8&feature=player_embedded

“Shiloh’s Hill” video:
http://www.youtube.com/watch?v=qlAHjyoBHvk&feature=player_embedded
American Southern Culture Unit:
Culture Lesson

**Vocabulary:**
Fundamentalist
Protestantism
Floribean
conservative
cuisine

**OBJECTIVES:**

The students will be able to identify the most common religion in the South as fundamentalist Protestantism.

The students will be able to identify some of the countries which have influenced the Southern cuisine. (British, Scottish, Irish, French, Native American and African.)

By the end of the lesson, the students will be able to state that Southern hospitality is a way to make visitors as comfortable as possible.

By the end of the lesson, the students will be able to correctly identify the roots of the South’s musical history as starting before the War.

By the end of the lesson, the students will be able to identify some Southern writers.

**DISCUSSION QUESTIONS:**

Have any of you traveled to the American South? Share experiences.

What you know anything about Southern Culture? Discuss.

Do you have some ideas about the types of foods they serve in the South?

**LESSON OUTLINE:**

Introduction:

Today we will be learning about several aspects of Southern culture. When thinking of the South, many of our first thoughts are of Southern hospitality, traditional values, music, and food.
Activity Guide:

Online, you will have a reading about the Southern Culture. There are words that are glossed for you (that you can click on to see the definition).

First, we are going to learn 5 words to you now that are particularly important to understand:

1) **cuisine**: A style, or quality, of cooking.

2) **fundamentalist Protestantism**: a movement in American Protestantism that arose in the early part of the 20th century in reaction to modernism and that stresses the infallibility of the Bible not only in matters of faith and morals but also as a literal historical record, holding as essential to Christian faith belief in such doctrines as the creation of the world, the virgin birth, physical resurrection, atonement by the sacrificial death of Christ, and the Second Coming.

3) **Appalachian**: of or pertaining to the region of Appalachia, its inhabitants, or their culture. (especially one of predominantly Scotch-Irish, English, or German ancestry who exemplifies the characteristic cultural traditions of this region).

4) **conservative**: Disposed to preserve existing conditions, institutions, etc., or to restore traditional ones, and to limit change.

5) **Floribbean**: Referring to a mix of Florida and Caribbean style or cuisine.

Now, you will start the lesson online. Please read through the text and listen to the songs (on headphones) as you go. I would like you to listen to the songs with the lyrics the first time you listen. The second time, listen and see if you can understand the lyrics without looking. When you feel you have a good understanding of the text and songs, please complete the 5 multiple-choice problem quiz over Southern culture.

The students will need about an hour to complete this section.

**FOLLOW-UP QUESTIONS:**

What surprised you to learn about the South? Discuss.

Is there anything similar about Southern culture to your own? Discuss.

What is the biggest difference between Southern culture and your own? Discuss.
SUGGESTED ACTIVITIES FOR FURTHER LEARNING:

BIBLIOGRAPHY:

PHOTO CREDITS:

"Bible Belt": http://en.wikipedia.org/wiki/File:BibleBelt.png Soul food:
Southern United States:
http://en.wikipedia.org/wiki/File:Map_of_the_Southern_United_States_modern_defi
nition.png Squash: http://www.csa.com/discoveryguides/food/review2.php
Grits:http://elaneymedia.com/tag/shrimp-and-grits Fryup:
http://russelldavies.typepad.com/eggbaconchipsandbeans/2009/01/natalias-cafe-
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which-these-are-the-100-greatest-writers-of-all-time.html James Dickey:
http://www.english.illinois.edu/maps/poets/a_f/dickey/dickey.htm Walker Percy:
http://www.sttammany.lib.la.us/walkerpercy.html Harper Lee:
“Gone with the Wind”:
http://www.spinliveweekly.com/files/3575632/uploaded/gone%20with%20the%20wind%201939%20cover.jpg “Smoky and the Bandit”:
http://tvtropes.org/pmwiki/pmwiki.php/Main/SmokeyAndTheBandit “The Dukes
American Southern Culture Unit
Jazz Music Lesson

Vocabulary: series creole intensity memorial cornet distinctive

OBJECTIVES:

Upon learning the definitions of six new vocabulary sentences in the jazz section, the students will be able to match the six vocabulary words with the correct sentences. The vocabulary words are: series, creole, intensity, memorial, cornet, distinctive.

After reading the jazz text, the students will be able to tell how jazz got started. (Jazz got started by African-Americans creating new sounds from their memories of slavery.)

After reading the jazz text, the students will be able to tell some characteristics of jazz. (Jazz musicians create some of the music they play. They break up traditional rhythms, and give greater intensity to unexpected part of the music.)

LESSON OUTLINE:

Introduction: Today we will learn about jazz music as part of our American southern culture unit. We will read about how jazz music developed and who developed it. We will also get to listen to four examples of jazz music and do a fill-in-the-blank activity with two of the jazz songs.

When you think of jazz music, what comes to mind? (Syncopation-stress on beats that are not usually strong and improvisation-when the musician adds his or her own notes to the music) Who are some jazz musicians that you know? Ella Fitzgerald, Louis Armstrong, Duke Ellington, and Nat King Cole. (Show pictures of four jazz musicians)

Activity Guide: I’m going to have you go online today and read a text about the history of jazz. In the text, you will be able to click on more challenging vocabulary words and see the definitions. You will do also do two listening activities by listening to “Oh When the Saints Go Marching In” and “Summertime” and fill in the missing words as you listen to the songs. After you read the text, you will take a quiz with five multiple choice questions.

Before we do this, however, we’re going to go over six vocabulary words from the text. Teacher writes words and definitions on the board and discusses the meanings
with the students. After that the teacher writes the six example sentences in mixed order with blanks and has the students fill in the blanks.
series: a set of television or radio programs about the same subject
“Friends” was one of the most successful television series in recent years.
creole: someone whose family was originally from Europe and Africa
Louisiana’s creole people are of mixed (mainly) French, Spanish, African American, and Native American heritage.
intensity: having a strong effect
The sun shone with great intensity.
memorial: done to remind people of someone who has died
There is a memorial plaque on the bridge for a diver who died in the line of duty.
cornet: a small trumpet
Paul began playing the cornet when he was 6 under the tuition of his father Robert in Dundee, Scotland.
distinctive: having a special quality that is different and easy to recognize
One of the most distinctive characteristics of Ray’s books, is the attention to detail.

Now, I will give you the URL to the American southern culture unit and you may start by clicking on the jazz link and then a slide show will lead to the jazz text that you will read. When you are finished reading the text, you can take the quiz.

So as a review, can anyone tell me how jazz got started? (From the African-Americans creating new sounds from their memories of slavery.) And what are some characteristics of jazz? (Jazz musicians create some of the music they play. They break up traditional rhythms, and give greater intensity to unexpected part of the music.)

Let’s go back to the text and using your headphones, listen to “Oh When the Saints Go Marching In” and do the cloze activity. You may listen to it several times. Next let’s listen to “Summertime” and do this cloze activity as well.

FOLLOW-UP QUESTIONS:
What did you learn from this lesson?
What interested you the most about this lesson?

Well done class. Here are some additional links that you might want to try. The www.pbs.org/jazz looks particularly interesting. Next time we will talk about country music, it’s history and famous country singers.

SUGGESTED ACTIVITIES:
Hyper Music: History of Jazz http://www.hypermusic.ca/jazz/dixie.html
Jazz: A Film by Ken Burns http://www.pbs.org/jazz/
The History of Jazz Music:
http://meltingpot.fortunecity.com/zaire/721/historyframe.htm
A History of Jazz: http://www.historyjazz.com/

BIBLIOGRAPHY: (URLs for photos)
Nat King Cole photo: http://blogs.seattleweekly.com/reverb/NatKingCole.jpg
Louis Armstrong photo: http://www.kalamu.com/bol/wp-content/content/images/louis%20armstrong%2012.jpg
American Southern Culture Unit
Country Music Lesson

Vocabulary: rural derogatory ballads fiddle expatriates urban

OBJECTIVES:

Upon learning six new vocabulary words in the country music section, the students will be able to match the words with the correct sentences.

Upon reading the text about country music, the students will be able to identify three instruments played in country music. (fiddle, guitar, harmonica, etc.)

After reading the reading selection on country music, the students will be able to identify other names given for the term country music. (Hillbilly, Country and Western, and Honky-tonk)

LESSON OUTLINE:

Introduction:
Hold up four pictures of instruments one at a time: mandolin, Appalachian dulcimer, harmonica, banjo. Ask the class to guess the name of the instrument. Tell the students that all of these instruments are used in country music as well as the guitar and fiddle. Today we will learn about country music as part of our American southern culture unit. We will read about how country music developed and who developed it. We will also get to listen to four examples of country music and do a fill-in-the-blank activity with two of the country songs.

What comes to your mind when you think of country music? Who are some country music musicians that you know?

Before we start our reading activity, let’s go over some vocabulary that will be in the text. Explain the meanings of the following vocabulary words then have the students match the correct vocabulary word with the correct sentence. (Write the sentences on the board with blanks.)

rural: relating to the countryside, not the city
The northern part of the county is very rural with few major towns.

derogatory: insulting and disapproving
To call anyone a pig or dog was highly derogatory.
ballads: a slow love song  
She sang a *ballad* about lost love and loneliness.

*fiddle*: violin  
She played the *fiddle* in the blue grass band.

*expatriates*: someone who lives in a foreign country  
He added that man Iraqi *expatriates* would likely return home to help.

*urban*: relating to towns or cities  
Unemployment in *urban* areas was lower than unemployment in rural areas.

Now we will start our online reading activity about country music. First you will see a slide show previewing the text. Then you will read and listen to the songs and do the fill-in-the-blank activities. Finally, you will take a quiz. You may start now, let me know if you have any questions.

Now that you have completed the task, can you name some instruments used in country music? What are some other names for country music?

**FOLLOW-UP QUESTIONS:**

What did you learn in this lesson?  
What did you find interesting about country music?

I hope you have enjoyed this lesson. Next time we will be wrap up the unit by cooking some southern food, learning some southern slang, and taking a post-test.

**SUGGESTED ACTIVITIES:**

http://countrymusichalloffame.org/  
http://www.opry.com/

**BIBLIOGRAPHY:**

URLs for example sentences for vocabulary words:  
www.merriam-webster.com/  
www.ldoceonline.com/  
www.yourdictionary.com

Urls for pictures of instruments:  
Appalachian dulcimer – www.jimlaabsmusic.com  
harmonica – www.musicwithease.com  
banjo – www.cranesmusicstore.com  
mandolin – www.themandolin.com
American Southern Culture Unit
Final Lesson

Vocabulary:  fit as a fiddle  fixin'  howdy  lickety split  reckon
tarred and feathered  y'all  darn tootin'  fit to be tied

OBJECTIVES:
Upon learning the meaning of ten slang words from the U.S. South, the students will be able to correctly complete a crossword puzzle.

LESSON OUTLINE:
Introduction:
Today we will be finishing our unit on U.S. southern culture. For something fun, we will learn ten slang words from the South that are common and cook some a southern food dish called breakfast casserole. We will first prepare the breakfast casserole and as it is baking we will learn some southern slang and take a post test.

Prepare the food and put it in the oven for one hour.

Teach the vocabulary words and have the students complete the crossword puzzle.

Have the students take the post test online.

FOLLOW-UP QUESTIONS:
Break the class into four groups and have the groups brain storm what they learned, what they want to investigate further, and what was most interesting to them. Each group will have a different lesson (history, jazz, culture, or country music).

Finally, eat the breakfast casserole.

CLOSING:
The teacher puts on a cowboy hat and says, “Saddle up, cowpokes. We’re headed out West.” In the next three weeks we will be talking about the U.S. West.

BIBLIOGRAPHY:
Definition of southern slang from:
http://littlerock.about.com/cs/southernlife/a/aasouthslang.htm
Breakfast Casserole

Ingredients:
1 pound of Hillshire smoked beef sausage
9 eggs
¾ cup of milk
4 tablespoons of melted butter
30 oz. bag of hashbrowns
8 oz shredded cheddar cheese

Directions:
Grease pan with butter.
Put raw sausage in bottom of 9 x 13 dish.
Mix eggs, milk and butter together and pour over sausage.
Put hashbrowns on top of egg mixture.
Sprinkle cheese on top.
Bake one hour at 350 degrees.
Southern Slang

**Fit As A Fiddle:** In good shape, healthy.

**Fixin':** To get set: be on the verge *Example: We're fixin' to leave soon.*

**Howdy:** A form of greeting, "hi"

**Lickety split:** Very quick.

**Purdy:** Pretty.

**Reckon:** Think, suppose *Example: "I reckon I've outlived my time -- Ellen Glasgow"*

**Tarred and Feathered:** Used to denote great surprise. *Example: "I'll be tarred and feathered, that dog just flew!"

**Y'all:** Contraction you all.

**Darn tootin':** For sure. Correct. "You're darn tootin', that is oil."

**Fit to be tied:** Angry.

http://littlerock.about.com/cs/southernlife/a/aasouthslang.htm
Your Crossword Puzzle

ACROSS

1. in good shape, healthy
4. "hi"
5. to think, suppose
6. pretty
7. contraction for you all
8. angry
9. for sure, correct

DOWN

1. be on the verge
2. used to show surprise
3. very quick

If you wish to print the above crossword, make sure your browser settings are correct.