

I See The Rhythm

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Grade level/Content Area: Intermediate Arts and Humanities

Organizing Question

What is the relationship between United States history and the African American Culture through music, dance, and folklore?

Academic Expectations and Demonstrators

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Make inferences about issues, events, or people based on historical data

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

Begin to formulate preferences based on the perception to the expressive qualities of music, visual arts, dance and drama

5.3 Students organize information to develop or change their understanding of a concept.

Identify connections between new information and prior knowledge

6.1 Students connect knowledge and experiences from different subject areas

Explain an event using knowledge and experiences from several subject areas.

Supporting Academic Expectations

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, student recognize that although people are different, they share some common experiences and attitudes

2.34 Students perform physical movement skills effectively in a variety of settings.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

Essential Questions

1. What events in US History shaped African-American Culture?
2. Why are music and dance important to the African-American Culture?
3. How is the African-American culture reflected in their storytelling and folktales?

Culminating Performance

As a result of completing a unit on African American Culture the students will demonstrate learning through a performance of dance, music and drama. The presentation will also include a PowerPoint slide show and a dramatic interpretation of the influences of the events in US history on the African American Culture as it relates to music, dance and folklore.

Scoring Guides/Rubrics

PowerPoint Presentation (Each intermediate student will create 2-3 slides which will be combined to produce the slide show back drop for the performance.)

Scoring	4	3	2	1
Content	Includes 5 specific, historically accurate and culturally significant details. Each slide will include at least one image or one media clip	Includes 4 specific, historically accurate and culturally significant details. Each slide will include at least one image or one media clip	Includes 2-3 specific, historically accurate and culturally significant details. The presentation will include at least one image or one media clip	Includes 1 specific historically accurate and culturally significant detail. The presentation will include at least one image or one media clip
Organization	Logical order	Minor lapses in organization	Evidence of organization	No pattern of organization is evident
Presentation Format/Mechanics	Presentation style is focused, efficient with no grammatical or mechanical errors	Presentation style is focused, efficient with few grammatical or mechanical errors	Some aspects of presentation are distracting with noticeable grammatical or mechanical errors	Errors in grammar and mechanics, as well as style, make presentation difficult to understand
Vocal Qualities	Eye contact maintained. Voice is clear and audible.	During most of the presentation, looks at audience, voice is clear and audible.	Few times, looks at audience, voice is muffled and hard to understand.	No eye contact. Voice makes one strain to hear and understand.

Dramatic Presentation Rubric

Scoring	4	3	2	1
Voice Projection /Expression	Voices of characters were always audible and expressive.	Voices of characters were usually audible to people and showed some expression.	Voices of characters were sometimes audible and showed little expression.	Voices of characters were rarely audible, monotone and not expressive.
Scenery	Scenery was creative, added interest to the play, and shows characteristics of the African American Culture and US History.	Scenery was creative and shows characteristics of African American Culture and US History.	Scenery did not get in the way of the character. Shows little about characteristics of the African American Culture and Us History.	Scenery got in the way of the character OR distracted the audience. No evidence of characteristics of African American Culture and US History.
Playwriting	Play was creative and really held the audience's interest.	Play was creative and usually held the audience's interest.	Play had several creative elements, but often did not hold the audience's interest.	Play needed more creative elements.
Staying in Character	Characters accurately portray the African American people and culture throughout the performance.	Characters accurately portray the African American people and culture through almost all of the performance.	Characters tried to portray the African American people and culture through some of the performance.	Characters actions were inappropriate.

Evaluation Component

Pre and Post Test

Prior to beginning this unit, students will be asked to complete the following open response questions:

1. Identify two events in US history and explain their influence on the African American culture.
2. Describe two ways music and dance are important to the African American culture.
3. Choose one African folktale. Explain how its plot reflects African American culture.

Rubric for Open Response			
4	3	2	1
Student demonstrates extensive knowledge of African American culture.	Student demonstrates broad knowledge of African American culture.	Student demonstrates basic knowledge of African American culture.	Student demonstrates minimal knowledge of African American culture.
Answers all parts of the question with three supporting details for each part.	Answers all parts of the question with some supporting details for each part.	Answers at least one part of the question with supporting details.	Answers at least one part of the question with no supporting details

Knowledge (Core Content)

AH-E-1.2.31 Identify similarities and differences in musical elements used in the music of Native American, American Folk, and West African cultures, including instruments unique to each culture. (2.23, 2.24, 2.25, 2.26)

AH-E-1.2.32 Identify and discuss various styles of music (blues, spirituals, popular, rock, rap, country, game songs, folk songs, work songs, lullabies, marches, patriotic, bluegrass). (2.24, 2.25, 2.26)

AH-E-2.2.22 Perform traditional folk dances, square dances, and ethnic dances. [EPE] (2.25)

AH-E-2.2.31 Explain how dance has been a part of cultures and time periods throughout history. (1.15, 2.23, 2.25)

AH-E-2.2.32 Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet). (1.15, 2.25)

AH-E-2.2.33 Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial American), purposes, and styles. (1.15, 2.23, 2.25, 2.26)

AH-E-3.2.31 Discuss the effects of time and place on dramatic works. (2.25)

AH-E-3.2.32 Discuss specific cultures (West African, Native American), periods (Colonial American) and styles (folk tales, myths, and legends) within dramatic works. (2.25, 2.26)

SS-E-2.1.1 Language, music, art, dress, food, stories, and folk tales help define culture and may be shared among various groups.

SS-E-2.1.2 Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.

SS-E-2.4.1 As cultures emerge and develop, conflict and competition (e.g., disagreements, arguments, stereotypes, prejudice) may occur.

Technology Standards

T4.4 Locate information using the Internet

T5.3 Evaluate information from the Internet

T6.5 Create a presentation or product using application software.

T6.6 Use digital imaging and audio

Skills/Abilities

- ❖ Obtain and use resources
- ❖ Apply elements of Arts and Humanities
- ❖ Demonstrate technology skills (Internet searching, PowerPoint, digital imaging)
- ❖ Interprets history through cultural traditions
- ❖ Communicate ideas through listening, speaking, writing, reading, viewing and movement with music

Instructional Assessment/Activities

Timeline for Unit

Week 1 (21)	Pretest during literacy block, overview in each area
Week 2 (22)	<i>Technology:</i> Internet research on assigned genre <i>Arts and Humanities:</i> Introduce dances on assigned genre <i>Music:</i> Introduce music on different genre <i>Literacy Block:</i> Read and discuss African folktales
Week 3 (23)	<i>Technology:</i> Begin creating PowerPoint presentation <i>Arts and Humanities:</i> Finish creating dances on assigned genre <i>Music:</i> Teach music on assigned genres <i>Literacy Block:</i> Continue reading and interpreting African folktales
Week 4 (24)	<i>Technology:</i> Continue creating PowerPoint presentation <i>Arts and Humanities:</i> Practice and perfect dances on assigned genre <i>Music:</i> Practice and perfect music on assigned genres <i>Literacy Block:</i> Continue African folktales
Final Steps	Review as needed in class, preparing for culminating activity April 16 th – ART Day, create instruments May 6 th – Production

Lesson Goals

Lesson 1 Read African folktales

Core Content: 2.16 Social Systems, 2.17 Cultural Diversity, 2.2 Historical Perspectives

Objective: Students will read African folktales to learn about African culture

Description:

1. Students will read a variety of African folktales. They will discuss and interpret the cultural aspects (beliefs, customs, rituals, languages, and arts) of the African people as depicted by the plot in the story.
2. Students will compose a folktale.
3. Dramatize folktales.

Assessment: Open response and rubric (listed under post test)

Lesson 2 Timeline of African American Music

Core Content: 2.20 Historical Perspectives

Objective: Students will create a timeline depicting the development of African American music.

1. Students will research major time periods in U.S. history and relate them to the various types of music (ceremonial songs, slave songs, blues, ragtime, jazz, bebop, gospel, rock'n'roll, funk,, and rap/hip/hop.
2. Students will create pictures depicting the culture and major events in each time period.
3. Using the pictures, the students will create a timeline showing the development of African American music throughout U.S. history

Assessment: Completed timeline

Lesson 3 African American Music through Time music of various genres throughout Western African and U. S. history

Core Content: AH-E-1.2.32 – Discuss game songs, folk songs, work songs, lullabies, marches, patriotic songs, spirituals, and blues, bluegrass, spirituals, popular, rock, rap and country

Objective: Students will use the elements of music to compare West African to other historical/cultural context.

Core Content: AH-E-1.2.31 – Identify similarities and differences in musical elements used in the music of Native Americans, West Africans and American folk music.

Objective: Students will perform music on the Spring Program, demonstrating an understanding that is appropriate to the time period and genre that they are assigned.

Description:

Assessment: Demonstrate through products or performances, forms of music

Lesson 4 African American Scenes

Technology Standards: T4.4; T5.3; T6.5;

Objective: Students will demonstrate knowledge of African American culture and communicate their learning with a PowerPoint presentation.

Description: Complete a web scavenger hunt on African American culture which includes:

- Historical events that have influenced African American culture
- The different music genres of African American culture
- African American dances

Decide on the topics to be used in your slide show presentation.

- At least one historic event that influenced your music genre.
- A famous musician or artist that contributed to this music form.
- A significant song that fits your assigned genre.
- A dance that is reflective of this music era.

Create the slides, one per topic, and add supporting details

STLP will work with the finished slideshow presentations to:

- Coordinate the slides and edit to fit the Spring production, including slides from as many different students as possible
- Burn a CD of all student products that can be distributed at the Spring program.
- Post on the Russell Cave Elementary website-as long as the image and music copyrights allows the posting on a public school website.

Assessment: Power Point Rubric

Critical Resources

- African Drums
- Gourds (donated by teachers, parents, community, farms)

BOOKS:

- ❖ *I See the Rhythm*, Wood, Michele, Igus, Toyomi
- ❖ *Africana : The Encyclopedia of the African and African American Experience*, pg 1775-78, 1585, 271-74, 1035-42.527
- ❖ *The People Could Fly: American Black Folktales* Hamilton, Virginia 1993
- ❖ *The Slave Dancer* Fox, Paula, 1996
- ❖ *African American Folktales: Stories from Black Traditions in the New World*, Abrahams, Roger
- ❖ *Music and Song*, Shawn Woodyard,
- ❖ *Talking Drums of Africa* Price, Christine, 1973
- ❖ *Just Listen to the Song I'm Singing: African American History Through Song*, Silverman, Jerry, 1996
- ❖ *Share the Music*, McMillan-McGraw-Hill, 1995
- ❖ *The Ox of the Wonderful Horns and Other African Folktales*, Bryan, Ashley, 1993
- ❖ *Musical Instruments of Africa*, Dietz, Betty Warner, 1965
- ❖ *Stories from West Africa*, Hull, Robert ,2000
- ❖ *All Night, All Day*, Bryan, Ashley 1991
- ❖ *Kids Explore America's African-American Heritage*, Muir, John, 1993
- ❖ *One More River To Cross: An African American Photograph Album*, Browndeer Press, 1999

Musical CD's:

- ❖ *Revelations Alley*, Alvin 1998
- ❖ *African Tribal Music and Dances*, Princes of Dahomey, 1997
- ❖ *Scott Joplin Piano Rags*, Rifkin, Joshua Piano, 1974
- ❖ *Musical Mundi Universal Principles=Diverse Expressions, Bo Tendere (Zimbabwe)*
- ❖ *Band Instrumentals, Most Requested Songs*, 1992
- ❖ *The Best of Parliament*, 2000