

Mapping the Beat: A Geography through Music Curriculum

ArtsBridge America
Center for Learning through the Arts and Technology, UC Irvine
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Music Extension and classroom worksheets created by Sarah Tochiki, Lawrence University ArtsBridge scholar (2006). Curriculum compiled by Jasmine Yep for the UCI Center for Learning through the Arts and Technology.

Other on-line resources, videos and lesson plans compiled by the UC Irvine Center for Learning through the Arts and Technology are available at: <http://www.clat.uci.edu/>.

LESSON: THE GLOBAL ORIGINS OF ATLANTIC SLAVERY AND THE AFRICAN DIASPORA

Included in this document are:

Part I: Lesson

Part II: Music Extension

Part II: On-line Resources for use with Lesson

Part III: Supporting Materials

Part IV: Classroom Handouts, Worksheets and Visuals

PART II: MUSIC EXTENSION

Additional Worksheets for the *Mapping the Beat* Music Extension

Map Worksheet

MTB_AtlanticSlaveTrade_Worksheet_MapWorksheet.doc

Drumming Ensemble Music Activity

MTB_AtlanticSlaveTrade_Worksheet_DrumEnsembleMusicActivity.doc

MTB_AtlanticSlaveTrade_Worksheet_DrumEnsembleMusicCards.doc

Listening Activity

MTB_AtlanticSlaveTrade_Worksheet_ListeningJournal.doc

Atlantic Slave Trade Lesson Worksheet: Banjo and Ngoni Worksheet

MTB_AtlanticSlaveTrade_Worksheet_BanjoNgoniWorksheet.doc

PART II: MUSIC EXTENSION

DAY 3

Lesson: The Ngoni, the Banjo and the Atlantic Slave Trade

*This ArtsBridge America lesson was developed in conjunction with unit lessons in **Mapping the Beat: A Geography through Music Curriculum** suitable for fifth grade. This lesson was developed by Sarah Tochiki (Lawrence University ArtsBridge scholar, 2006-2007) with support from Matt Bonson (fifth grade host teacher), Phillip Swan (ArtsBridge faculty mentor) and Jasmine Yep (ArtsBridge director).*

Activity 1: African Drumming Ensemble

Learning Objectives:

- Students will be able to recreate a West African drumming ensemble.
- Students will know a little about the culture the African slaves came from.
- Students will understand why slaves were not allowed to play drums.

Vocabulary:

Ensemble- a group of musicians playing or singing together.

Solo- a musical composition or a passage in a musical composition written for performance by one singer or instrumentalist.

Stereotype- oversimplified standardized image of a group of people, held by another person or group of people.

Sequence of Instruction:

Read any “Anansi the Spider” story to the kids. Talk about how they are going to learn a West African drumming ensemble written in honor of the spider.

Activity: African Drumming Ensemble

- Using the preprinted cards, teach the students how to read the music. Teach the different parts and have them come up with different sounds to help imitate what the instruments sound like.
- Give them actual instruments and rotate the students on each part. After they have done this, let them improvise their own drumming ensemble, each coming up with a different rhythm using 1-8.

Supporting Materials and Documents:

MTB_AtlanticSlaveTrade_Worksheet_MapWorksheet

MTB_AtlanticSlaveTrade_Worksheet_DrumEnsembleMusicActivity

MTB_AtlanticSlaveTrade_Worksheet_DrumEnsembleMusicCards

MTB_AtlanticSlaveTrade_Worksheet_ListeningJournal

Activity 2: Make your own Banjos

Learning Objectives:

- Students will be able to recognize the various parts of the banjo.
- Students will know the history of the banjo and the process the slaves had to go through to make their banjos.
- Students will understand the process of making a banjo.

Vocabulary:

Slave trade- the transportation of slaves from Africa to North and South America between the seventeenth and nineteenth centuries.

Banjo- a stringed instrument invented in the United States by African slaves.

Ngoni- a stringed instrument and the African ancestor of the banjo.

Prep:

- Acquire materials needed to make the banjos: paper core and cardboard, sticks or 18 inch long pieces of molding, screws and wing nuts, fishing line or RexLace, thick shower curtain, electrical tape, and triangle lengths of balsa wood in two sizes.
- Cut a hole in the top of the paper core.
- Cut the balsa wood into 1.5 inch lengths.
- Cut shower curtains or similar material into 6 inch by 10 inch rectangles.
- Drill holes into the end of the sticks.

Sequence of Instruction:

- Students complete the first page of the worksheet. Review the answers as a class.
- Discuss the banjo making process. Pass out the materials to make the banjos.

Activity: Make your own banjos

- Students draw a design for the body of their banjo.
- Students sand the neck and edges of their paper core.
- Glue the design to the back of the body.
- Have the students tie a knot at the end of their strings and tape these strings to the end of their stick on the side that does not have the hole drilled into it.
- Trace the ends of the paper core on the pieces of cardboard and have them cut out the circles. Glue these on to the ends of the paper core. When dry, trace the stick on the straight edge of the cardboard circles section and trim the sides. Bend the flaps of cardboard and glue the stick to it with the strings facing downward.
- Tape the shower curtain tightly over the paper core with electrical tape.
- Lightly screw on the screw and wing nut.
- Glue the skinny balsa wood to the end by the screws. Glue the fat balsa wood in the middle of the shower curtain.
- String the strings tightly around the screws.

Supporting Materials and Documents:

MTB_AtlanticSlaveTrade_Worksheet_BanjoNgoniWorksheet

Name: _____

Answer the following questions using the map below.

What was the main industry in the South?

How many slaves were brought to America?

Where did the most slaves go to?

Which part of Africa did the slaves leave from?

What is the name of the ocean the slaves traveled on?



Anansi

Claves

12345678

Gankogui

(like a cow bell)

12345678

L*H*HH*H

Medium Drum

12345678

Donno

(softly)

12345678

HLMLHLML

Low Drum

12345678

Axatse

(gourd shaker)

12345678

DUD*DUD*

Anansi is the name of a spider often found in West African folk tales.



Claves

1 2 3 4 5 6 7 8

Gankogui

(like a cow bell)

1 2 3 4 5 6 7 8

L*H*HH*H

Medium Drum

1 2 3 4 5 6 7 8

Donno

(softly)

1 2 3 4 5 6 7 8

HLMMLHLMML

Low Drum

1 2 3 4 5 6 7 8

Axatse

(gourd shaker)

1 2 3 4 5 6 7 8

DUD * DUD *

Name _____

Listening Journal

Music Title: _____ Ngoni _____

Choose one from each row:

fast	<i>or</i>	slow
loud	<i>or</i>	soft
smooth	<i>or</i>	rough
happy	<i>or</i>	sad

Write down three words to describe the sound of the instrument:

Music Title: _____ Banjo _____

Choose one from each row:

fast	<i>or</i>	slow
loud	<i>or</i>	soft
smooth	<i>or</i>	rough
happy	<i>or</i>	sad

Write down three words to describe the sound of the instrument:

Name: _____

You will turn this sheet in at the end of class. Use this worksheet to help you make your own banjo.

The picture with the scary man is a picture of a gourd banjo, a more modern version on the ngoni. The other picture is a picture of an ngoni. Name 2 similarities and 2 differences:



Similarities:

1) _____

2) _____

Differences:

1) _____

2) _____

Draw a line from the words in the boxes to that part of the instrument in the picture:

Parts:

- Neck
- Body
- Bridge
- Pegs
- Strings
- Tail Piece
- Resonator-
- Cover



Natural

Resources:

- Fish guts
- Wood
- Leather
- Gourd

Name: _____

Match the man-made material we will use for our banjos with the natural resource they used to make earlier banjos:

Gourd

Plastic String

Neck Wood

Wood Molding

Pegs

Nuts and bolts

Fish Guts

Shower Curtains

Leather

Paper Core and Cardboard

Order the steps we will use when we make our banjos:

_____ Glue cardboard circles to the sides of paper core

_____ Decorate paper core

_____ Tie strings onto neck

_____ Attach the bridge

_____ Glue the neck onto the body

_____ Stretch shower curtain over the body and attach

_____ Screw on pegs