



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Three

Studying Africa through the Humanities

Module Thirteen: African Music

This module will explore the role of music in African Society in a way that will arouse interest and highlight the utilitarian and the aesthetic value of music among African cultures. This unit will adopt social and historical lenses through which African society and its music can be better understood.

1. Utilitarian value of music in Africa: African people have integrated music in their everyday activities. Music and other art forms are an inseparable part of their lives. Music is one of the art forms embedded in the diverse cultures of African peoples and their traditions, beliefs, values, religions and artistic expression.

2. Aesthetic value of music in Africa: Most Africans love and appreciate music as an art form. They listen to music, dance to it, and participate in its making. Throughout these processes, people are involved in showing their love and appreciation of the music. In most African cultures, these processes draw mainly from the emotional domain of the listener, but the cognitive and the psychomotor skills are also utilized in the appreciation of music. In comparison to Western orchestral traditions where aesthetic judgments are made in how the piece affects the listener's mind and emotions, music in various African traditions demand a physical response (i.e., dancing, clapping, singing along) to show appreciation of the musical quality. Musical quality itself, therefore, is based on community participation.

3. Rich Diverse Musical Traditions: Africa is a continent that is characterized by a rich heterogeneity of cultures, traditions, beliefs, values, religions, and artistic expressions, including music. The large variety of social, economic, political structures and activities in the continent influence the musical practices of African peoples.

4. The Dynamic nature of Artistic traditions: The music traditions in Africa are dynamic. Change within musical traditions can come from within the tradition as musical forms change through creative artistry and the traditions are articulated inter-generationally. Change also occurs as a result of contact with musical traditions from neighboring and foreign cultures. Africa is a continent that has experienced and made contacts with the outside world through trade, migration, slavery, colonialism and religious expansion. These processes have impacted musical expression in African cultures.

5. Diffusion processes: African people and societies have for millennia been in contact with other societies in Africa, Asia, Europe, and for the past 500 years the Americas. In addition to trade in material goods, these contacts have resulted in the exchange of ideas, knowledge and cultural expression. These contacts led to the sharing of artistic traditions over extended periods that has led to the cross-fertilization of music traditions within the continent, the Americas, western Asia, and Europe.

Module Thirteen

The Role of Music

Instruments

Music in Africa

Music of Africa and North America

The Role of Music

Time Needed	Approximately 45 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: worksheet, discussion
Standards	<p>CCSS.ELA-Literacy.SL.8.1 <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on other’s ideas and expressing their own clearly.</i></p> <p>CCSS.ELA-Literacy.SL.8.2 <i>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</i></p>
Materials Needed	Pencil, paper, The Role of Music worksheet ¹ .

Objectives

Students will be able to...

- Understand the important role that music plays in human societies and cultures
- Recognize the individual and cultural differences in musical history and preference
- Present argument, discuss, and collaborate with a small group to come to a unified decision

Time	Learning Task	Methods or Procedures
2 min	Students listen to instructions and receive worksheet.	Teacher passes out worksheet
10 min	Students read the worksheet and answer the given questions.	Individual student work; teacher monitors and assists as needed
15 min	<p>Students get into groups of four or five students each, and together write down an answer to the following prompt:</p> <p><i>The United States government is creating a time capsule, for someone in the future to open thousands of years from now and get a glimpse of what American society is like now. One item included in this capsule will be a playlist with five songs on it. It is your group’s job to decide what five songs will go on the playlist to represent the musical history of American</i></p>	Small group work; teacher gives prompt and then monitors and assists as needed

¹ Handouts and Worksheets, pg. 14

	<i>society.</i> Each group should come to one agreed upon list.	
10 min	Groups take turns sharing their list with the class, and giving reasons for each song that they chose.	Class discussion; teacher facilitates
8 min	Students discuss these questions: <i>How hard was it to come to a group decision? Considering how different individual music taste is, do you think a playlist exemplifying the history of African music would be different? How hard would it be for the entire world to create a musical playlist limited to five songs?</i>	Class discussion, teacher facilitates.

Instruments

Time Needed	Approximately 1 hour
Prior Knowledge	Some knowledge of the culture and history of countries in Africa
Lesson Assessment	Formative: written answers
Standards	<p>CCSS.ELA-Literacy.SL.8.2 <i>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</i></p> <p>CCSS.ELA-Literacy.SL.8.1 <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on other's ideas and expressing their own clearly.</i></p>
Materials Needed	Instruments PowerPoint ² , pencil, paper, Sachs-Hornbostel System ³ handout

Objectives

Students will be able to...

- Understand the important role that music plays in human societies and cultures
- Recognize the global differences and similarities in music that are due to culture and history
- Classify instruments based on a pre-existing classification system
- Analyze song lyrics for meaning, recognizing media as more than just a form of enjoyment

Time	Learning Task	Methods or Procedures
5 min	Students receive Sachs-Hornbostel System handout and get out a sheet of paper and a pencil.	Teacher passes out handout, and instructs students to get out paper.
25 min	Students follow along with the slides on the PowerPoint, writing down their classification answers for each instrument.	Teacher led; teacher clicks through each slide, and plays a short clip of each instrument (given on the slide), giving students sufficient time to answer. The slides following the instruments have answers that can also be clicked through so students can check their work.
25 min	Students follow along with the slides on African song lyrics, writing down 1-2 sentences about each song.	Teacher led; teacher clicks through each song lyric slide, giving students sufficient time to read and write down an answer for each song. For the final song, the teacher may play a short

² Handouts and Worksheets, Pg. 16

³ Handouts and Worksheets, Pg. 15

		YouTube clip of the song (given in the PowerPoint) so that the students may hear the music.
5 min	Students answer the following question in a brief class discussion: <i>Think about the lyrics to the 4 songs you just read. What do you think these songs are used for? What do you think the experiences of some of the singers could be? Draw from your knowledge of the history and culture of Africa.</i>	Class discussion; teacher poses questions and facilitates while students discuss answers.

Music in Africa

Time Needed	Approximately 35 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: written answers
Standards	CCSS.ELA-Literacy.SL.8.2 <i>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</i>
Materials Needed	Access to the Exploring Africa website, paper, pencil

Objectives

Students will be able to...

- Comprehend the main themes present in the role of music in Africa: utilitarian value, aesthetic value, diversity, dynamic, and diffusion.
- Recognize the global differences and similarities in music that are due to culture and history
- Make comparisons in writing

Time	Learning Task	Methods or Procedures
5 min	Students receive instructions and get on Exploring Africa.	Teacher instructs students to get on Module Thirteen, Activity Three of Exploring Africa.
15 min	Students read through the text in Activity Three.	Individual student work; teacher monitors and assists as needed.
15 min	Once students reach the Your Turn section in Activity Three, they answer the questions on a piece of notebook paper. Each answer should be about a paragraph long.	Individual student work; teacher monitors and assists as needed.

Music of Africa and North America

Time Needed	Approximately 3 days
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Summative: Group presentation
Standards	<p>CCSS.ELA-Literacy.SL.8.2 <i>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation</i></p> <p>CCSS.ELA-Literacy.W.8.7 <i>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Music History Concert Project ⁴ , computer access

Objectives

Students will be able to...

- Identify the diffusion process that popularized and created new types of music in the Americas, as a result of the slave trade
- Conduct research to further learn about a topic
- Work with peers to find, organize, and present information

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students will get into five small groups. Each group will be assigned a genre of music from the following: Jazz, Blues, Gospel, Rock and Roll, and Hip Hop.	It is up to the teacher's discretion how groups are chosen, and which genre is assigned to each group. The teacher may wish to do it randomly, or assign groups, or let students pick. Teacher may also wish to assign genres randomly or let students take turns picking.
5 min	Students receive Music History Concert Project, and listen to instructions.	Teacher passes out the handout and gives instructions. Students should get on Exploring Africa, Module Thirteen, Activity Four, and read the beginning text. Once they reach the headers for different genres, they should skip the header with their

⁴ Handouts and Worksheets, pg. 17

		genre and read that section (i.e. students with the topic Jazz, only need to read the section on jazz).
10 min	Students read through text on Exploring Africa	Teacher monitors and assists as needed.
20 min	Once students have finished reading, they should get with their groups and read through the project handout. Once they understand the project, they may begin brainstorming ideas, and conducting further research online.	Teacher monitors and answers questions as needed.
Day Two		
2 min	Students get in their groups for their project.	Teacher instructs students to get into their groups and continue putting together their presentation
40 min	Students use the class period to put their presentation together. Each student should have at least one speaking part to perform in front of the class. If they have time, they should practice their performance. Anything not completed in class must be finished outside of class.	Teacher monitors and assists as needed.
Day Three (Presentation Day)		
5 min	Students get into their groups and listen to instructions.	Teacher gives a quick run-through of how the concert/presentation will go. Teacher may assign an order to the groups or let them pick the order themselves (but the order should be decided before the 'concert' starts so that it can run smoothly, like an actual music concert.)
1 hour	Each group takes turns presenting their music and information (10-15 minutes per group)	Students present; students not presenting are an engaged audience; teacher observes and takes notes on presentation for grading

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The Role of Music

Someone has said that music is a universal language. This does not mean that all cultures have the same musical traditions, nor does it mean that individuals in the same society appreciate the same type of music. Rather, this statement asserts that music plays an important role in all human societies and cultures. Take a few minutes to think about how important music is to you personally and in our culture. Write your answer to the following questions.

1. What type of music do you like to listen to? Why is this music important to you?
2. Beginning in the early morning and going through the entire day, make a list of how you encounter music on a typical day.
3. What role does music play in our culture and society? Is music a part of all aspects of life and special occasions? Are there any occasions or special events or holidays in which music has no role?

Sachs-Hornbostel System of Classification

All musical instruments in the world can be classified according to how they make sound when a person plays them. The standard system of classification is called the Sachs-Hornbostel system of classification, and we will use this one to understand the types of traditional instruments we find in Africa. The instruments that we show in this section are **not** all of the instruments of Africa, just ones that are used for more traditional purposes.

- **Membranophone:** This class of instruments is characterized by the sound coming from a membrane (made of plastic, paper, or skin) that is stretched over the body of the instrument. When struck, the membrane sends sound waves through the body of the instrument.
- **Chordophone:** This class of instruments is characterized by the sound coming from a chord, string or strings that are plucked or bowed. The chord is pulled to different lengths to get different tones.
- **Idiophone:** The sounds produced by instruments in this class come from the body of the instrument itself. Idiophone means “self-sounding.” There are three types of idiophones, depending on how they are played: *Struck idiophones*, where the musician uses her hand or another object to strike the instrument to get sound, *Shaken idiophones*, where the musician shakes the instrument to get sound, or *Tuned idiophones*, where parts of the instrument are different tones on a melodic scale.
- **Aerophone:** This class of instruments is characterized by sound coming from the breath of a musician. The player will blow into a part of the instrument and air travels through to make sound waves. The pitch of the sound can be controlled by different holes on the instrument that are covered up by the musician.
- **Electronophone:** This classification is not part of the Sachs Hornbostel system, but is necessary these days. This class of instruments makes its sound only with the assistance of an electric current. These instruments have to be plugged in, and their sound comes through an amplifier.
- **Lamellophone:** This classification is also not part of the Sachs Hornbostel system, but some scholars believe that tuned idiophones should fall into this category because they have different tuned parts that make sound in different ways, and are not totally self-contained like other idiophones.

Instruments PowerPoint

You can find this PowerPoint on the lesson plans webpage underneath Module Thirteen.

Music History Concert Project

Due Date: _____

Assignment: You will be assigned a music genre from the choices below and completing a well-researched project on the topic.

Mode: Group project: your research will take the form of project

Audience: People who listen to the genre of music or are interested in its origins

Purpose: To educate yourself and others on how certain music developed over time in the Americas, due to African influence

Instructions: Complete the assignment based on the music genre you were assigned.

- Jazz
- Blues
- Gospel
- Rock and Roll
- Hip Hop

Starting with the slave trade, trace the origins and evolution of your music genre in North America. You will present your research to the class in the form of a mini concert.

Choose short clips of 5 different songs to play in your concert. Each song should be a representation of a different artist or time period involved in your genre. For example, you may wish to start with slave songs or ragtime, and show its evolution in to the modern genre.

In between each song, each member of your group should take turns speaking for 2-3 minutes each about the piece you played, and what it and the artist has to do with the development of your genre.

You may wish to begin your research by reviewing the information given in Module Thirteen Activity Three, but you should expand your research to other websites.

Optional: on presentation day you may wear costumes and bring props (as long as they are appropriate) to aid you in your presentation.

Answer Keys and Examples

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The Role of Music

What type of music do you like to listen to? Why is this music important to you?

Answers will vary.

Beginning in the early morning and going through the entire day, make a list of how you encounter music on a typical day.

Answers will vary. May include hearing music in the car ride to school, listening to music on phone, etc.

What role does music play in our culture and society? Is music a part of all aspects of life and special occasions? Are there any occasions or special events or holidays in which music has no role?

Answers will vary. Students may talk about the different music that plays for holidays or events, and may try and think of an example where music does not play a role.