

ROOTS OF RHYTHM WORLD DRUMMING TEACHER WORKSHOP 2006
LESSON PLAN FOR CHAPTER 7, pages 45-50
Lakota Drum - Schloneger

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Title: A Lakota Drum from North America

Grade Category: E 5

Lesson Time: several 30 minute class periods (held twice a week)

Goals:

1. To learn facts about the country and culture of North America.
2. To learn about the Lakota Drum from North America.
3. To make and play a homemade version of the Lakota Drum.

Objectives:

Students will:

1. identify three facts about the Lakota Drum from North America (as found in the ROR Chapter 7 Funsheet).
2. learn to play a Lakota song on recorders (*Courting Song*).
3. learn to sing a North American Indian song (*Sunset*).
4. work with another person to create a homemade Lakota Drum.
5. play their own Lakota Drum with Track 28 of the *ROR Companion CD*.

Content Standards:

1. Performing on instruments, alone and with others, a varied repertoire of music.
2. Improvising melodies, variations, and accompaniments.
3. Composing and arranging music within specified guidelines.
4. Reading and notating music.
5. Listening to, analyzing, and describing music.
6. Understanding music in relation to history and culture.

Materials:

1. chart for listening to music
2. chart for country facts
3. handouts: North American **Culture** ([ROR](#), pp. 45-46) and North American **Music: Instruments & Rhythms** ([ROR](#), pp. 47-48)
4. instruments: drums
5. instrument making materials: 9" x 2" cardboard tubes (one per student), chopsticks (two per student), feathers, rolls of PVC tape (at least 30), scissors
6. teepee cut from white paper with the Ellison letter machine (one per student)
7. pencils (one per student)
8. post-it notes (one note per student)
9. poster set: The Continents (Frank Schaffer Publications: Chart Pack PLUS! Charts of all 7 Continents) ISBN: 07682-1575-7
10. Web site <http://www.aktalakota.org/index.cfm?cat=54&artid=154> (Atka Lakota Museum & Cultural Center)
11. Web site <http://carnegiemuseums.org/cmnh/exhibits/north-south-east-west/lakota/index/html> (American Indians and the Natural World)
12. Web site <http://nativeamericans.mrdonn.org/plains.html> (Daily Life in Olden Times: The Plains People)
13. words and definitions for music word wall

14. worksheets for homework
15. Ammons, Dr. J. Mark, D.M.A. Musical Instruments of the World. Quincy, IL: Mark Twain Media, Inc, 2003. ISBN: 1-58037-252-X
16. Bond, Judy, et al. Share the Music Grade 3 Teacher's Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295378-7/3 (Multicultural Perspectives: The Lakotas) and CD 4 Track #7.
17. Bond, Judy, et al. Share the Music Grade 5 Teacher's Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295380-9/5 (and *Share the Music Grade 5 CD 6*)
18. Burton, Bryan. Moving Within the Circle: Contemporary Native American Music and Dance. Danbury, CT: World Music Press, 1993.
19. Harnsberger, Lindsey C. Essential Dictionary of Music. Los Angeles, CA: Alfred Publishing Co., Inc., 1997. ISBN: 0-88284-728-7
20. Meyer, Carolyn and Kel Pickens. Multicultural Sing and Learn: Folk Songs and Monthly Activities. Carthage, IL: Good Apple, 1994. ISBN: 0-86653-830-5
21. Rahaniotis, Angela and Jane Brierley, editors. It's a Big Big World Atlas, China: Tormont Publications, Inc., 1994.
22. Stienecker, David L. First Facts About the States. New York: Scholastic, Inc., 1996. ISBN: 0-439-12058-6 (six copies on cart in fifth grade hall)
23. Wojtanik, Andrew. Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee. Washington, D.C.: National Geographic, 2005.
24. Woodfield, Marilee. Children Around the World: The Ultimate Class Field Trip. Key Education Publishing Company, LLC, 2006. ISBN: 1-93305-237-6
25. Woodson, Craig DeVere. Roots of Rhythm: Percussion Instrument Making Notes, Craig DeVere Woodson, 1998.
26. Roots of Rhythm Companion CD Percussion Marketing Council, 2004.
27. Woodson, Dr. Craig. Roots of Rhythm: Funsheets, Percussion Marketing Council, 2005.
28. Woodson, Dr. Craig. Roots of Rhythm: World Drumming for 5th and 6th grade Classrooms, Percussion Marketing Council, 2004.

Student Skill Level:

1. Students can identify the seven continents of the world.
2. Students have studied one way that instruments are classified (by how they produce their individual sounds: idiophones, membranophones, chordophones and aerophones). Ammons, Dr. J. Mark, D.M.A. Musical Instruments of the World, pp. 5 & 6.
3. Students can play the notes BAG, low E and high D on recorder.
4. Students have created a self-portrait (using one sheet of notebook paper folded twice to create four squares) that includes 8 topics). Woodfield, Marilee. Children Around the World: The Ultimate Class Field Trip, pp. 13-14.

Procedure:

1. Percussion Instruments
 - Develop a definition of percussion instruments (and how they are played).
 - Make a list of instruments that belong to the percussion family.
 - Ask students to think about percussion instruments they have seen, heard or played. Perhaps this would be an activity for the first day of school. Students say their name and where they saw, heard or played a percussion instrument during the summer.
 - Have students find two ways to practice drumming sounds (body percussion or by lightly tapping their chair with their fingers).
 - Brainstorm reasons why drumming might be important in some cultures.
 - Listen to an Interview with Glen Velez to hear the drummer talk about his career and demonstrate drums from his collection, including a tambourine, riq and bodhran (from Share the Music Grade 5 p. 267 on CD 6 #1).
 - Have students get books and read the Encore: Drumming Along section (as found in Share the Music Grade 5 pp. 264-267) out loud as a class.

2. Listen to Music.
 - Ask students to listen to three short pieces and think about what they hear.
 - After hearing each track, use a pencil to fill in a [Music Listening Chart](#) (see page 4 of lesson plan).
 - Play *ROR* Companion CD Track 58 (1:33) and Track 59 (1:33), pausing between each track to give students a chance to fill in their observations.
 - After hearing the two tracks, ask students to put a star beside the name of the piece they liked the best.
3. Country Flag, Background and History
 - Tell students that the three pieces they just heard featured an instrument from South Dakota in The United States of America called the Lakota Drum.
 - Have students look at the Poster Set: The Continents to determine where they will find The United States of America .
 - Have students work in small groups and use information on pp. 354-361 in [Afghanistan To Zimbabwe](#) to list facts for The United States of America.
 - As a class, read the information about the flag, background and history of the Lakota people in [ROR](#), pp. 45-46.
 - Pass out one teepee shape to each student and have them draw a red circle in the center of the front, using a dark blue color to outline the entire teepee, to show the colors on a Lakota flag. Instruct students to write their first and last name across the top of the back and list 2 facts about the flag that they learned from reading the information given in [ROR](#), p. 45. These will be collected for a grade.
4. Language
 - Practice saying phrases in the Lakota language. (see Web site as listed above in Materials #11)
 - Play the melodic rhythm on rhythm sticks and guess which phrase is being played.
5. Recorder
 - Teach students how to play the Courting Song (sometimes called Wedding Song and sometimes used in performances of the Ribbon Dance) frequently performed at weddings among Lakota people in the state of North and South Dakota. (see [Moving Within the Circle](#), p. 96)
6. Song
 - Teach students to sing *Sunset*, a Native American Indian song (see [Multicultural Sing and Learn](#), p. 74).
7. Music: Instruments and Rhythms
 - Discuss the music of The United States of America using information in [ROR](#), pp. 47-48.
8. Visual Arts
 - Have students tell about Native American art they have seen. Read about forms of traditional Native American art in [Share the Music](#) Grade 3, pp. 156-157. Tell students the biography of Oscar Howe, a Yanktonai Sioux born in South Dakota. Define the word honor and describe ways people are honored in their school or community. Discuss how different cultures honor people through music.
 - Pass out a blank sheet of paper and have students use colored pencils or markers to write the name of someone they wish to honor at the top. The student first and last name should be written at the bottom of the paper. Ask students to honor that person with words or a drawing about what they appreciate about them. Students should work individually while listening to Lakota *Honor Song* ([Share the Music](#) Grade 3, p 155). When the piece is over, determine that the singer performs the song twice using a lighter voice and high pitch. Also, identify the instrument which accompanies the performer as a drum. Collect the papers for assessment and then ask students to give their paper to the person they wish to honor.
9. Music Word Wall
 - Add the following words to classroom music word wall: bass drum, beat, Lakota Drum, range, rhythm, syncopation, voices.
10. Homework
 - Assign students homework (coloring countries which border The United States of America) to be completed before the next music class.
11. Facts About North Dakota and South Dakota
 - Divide the class into four groups. Announce that each group will read a handout about one of the states and then each person in the group will find one interesting fact and will use a pencil to write it on a post-it note.
 - Have 2 groups read the information (handout) about North Dakota given in [First Facts About the States](#), pp. 72-73. Have the other 2 groups read the information (handout) about South Dakota on pp. 86-87.

- Each student will write their fact on a post-it note with their first and last name at the bottom of the note.
 - All students will put their post-it notes on the chalk board under the correct heading **Culture** or **Music: Instruments & Rhythms** and then return to their seat.
12. Make Your Own Instrument
- Following the directions given in *ROR: Percussion Instrument Making Notes*, p. 8, have students make a stick drum.
13. Play Your Own Instrument
- Have students notate the sounds of the Honor Beat/Parade Beat using a dot notation on the ROR TUBS notation sheet (found in ROR, p. 81).
 - Listen and follow the Lakota Dance Honor Beat rhythm in ROR, p. 50 to play homemade Lakota Drums along with the *ROR Companion CD Track #61 (:38)*.

Student Product:

1. Students will create a chart of facts about North America.
2. Students will color a flag of North America using the correct colors.
3. Students will label the capital city of North America as well as bordering countries and sea on a blank map.
4. Students will make a homemade Lakota Drum.
5. Students will notate the sounds of the Honor Beat/Parade Beat using a dot notation.

Assessment:

1. Students will produce a chart of facts about North America.
2. Students will finish a homework paper (color the flag, label the capital city, the countries and oceans which surround The United States of America).
3. Students will complete *ROR Chapter 7 Funsheet: Compare and Contrast: The Lakota Drum*.
4. Students will follow their notation and play their homemade Lakota Drum with the *ROR Companion CD Tracks #60-64 Lakota Drum*.

Reflection:

1. This lesson will promote student learning by engaging students in actively researching facts about another country, culture and musical instrument.
2. Students will be challenged to play their own instrument creatively as they listen to and make music with others.

Resources:

1. Have students write an original poem about the Lakota Drum after reading the poem *Places and Names: A Traveler's Guide* as found in Lewis, J. Patrick. *A World of Wonders: Geographic Travels in Verse and Rhyme*. New York: Dial Books for Young Readers, 2002. ISBN: 0-8037-2579-5
2. Listen to *Sioux Grass Dance Song Track #1 (1:47)* as found on Titon, Jeff Todd et al. *Worlds Of Music: An Introduction to the Music of the World's Peoples*. CD New York: Schirmer Books, 1984. Add to individual Music Listening Chart.
3. Refer to fifth grade social studies book Chapter 2, Core Lesson 4 (pp. 60-67) for information on Peoples of the Plains by Viola, Dr. Herman J. Houghton Mifflin Social Studies: Early Years Teacher's Edition Volume 1, Boston, MA: Houghton Mifflin Co., 2005. ISBN: 0-618-50266-1
4. Make a Lakota beaded wristband as found on pp. 43-44 in Braman, Arlette N. Traditional Native American Arts & Activities. New York: John Wiley & Sons, Inc., 2000. ISBN: 0-471-35992-0.
5. Read more about the Lakota (Sioux) from North and South Dakota as found on p. 17 in Ney, Marian Wallace. Indian America: A Geography of North American Indians. Cherokee, NC: Cherokee Publications, 2001. ISBN: 0-935741-06-2
6. Watch the video called *Native American Indians*. Newark, NJ: Peter Pan Industries, Inc., 1994. 60 minutes, color. ISBN: 0-88149-221-3 A vivid and enlightening look at the people whose proud heritage & rich culture are a national treasure. Indians of the Plains (A father and son find an arrowhead as they work together to repair their ranch fence. As they continue, the father tells the son stories about the old people who came here long ago and how they followed the buffalo to provide food, shelter, clothing and tools. At first they

followed on foot and later on horses, which became the Indians most prized possession.), Indians of the Southwest and Indians of California.

7. Look at the following Web sites for more information about musicians mentioned in the above lesson:
<http://www.steverreich.com> (Steve Reich), <http://www.glenvelez.com> (Glen Velez), and <http://www.livingmusic.com> (Paul Winter)
8. Look at the following Web sites for more information about music from other countries:
<http://www.rootsworld.com/rw/motw/index2.html> (Music of the World is a record label specializing in traditional and contemporary world music. Since its founding in the early 80s, the label produced over 85 titles on CD, many of which are featured on this web site. In 2000, the label was acquired by digital download leader EMusic.com, and all titles in the catalog are exclusively available for downloading through their web site <http://www.Emusic.com>.) and <http://worldmusic.nationalgeographic.com/worldmusic/view/page.basic/home> (artists, albums, genres, countries)
9. Look at the following Web site for more information about countries:
<http://www.countryreports.org/> (information about government, population, economy and geography)
10. Look at the following Web site for basic or detailed maps and blank outline maps which may be printed or downloaded: <http://www.nationalgeographic.com/xpeditions/atlas/>

Country Facts Chart

Country Name					
Continent					
Area					
Population					
Capital City					
Independence (from ____) or Date Founded (by ____)					
Languages					
Name of Currency					
Natural Resources (list 2)					
Agricultural Products					
Natural Hazards					
Instrument to Study	<i>Sajat</i>	<i>Djembé</i>	<i>Kakko</i>	<i>Buhai</i>	Lakota drum

To fill in chart, use information found in [Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee](#), copyright 2005.

Country Facts Chart

Country Name	(Arab Republic of) Egypt	(Republic of) Guinea	Japan	Romania	United States (of America)
Continent	Africa	Africa	Asia	Europe	North America
Area	386,874 square miles	94,926 square miles	145,902 square miles	92,043 square miles	3,794,083 square miles
Population	72,062,000	9,030,000	127,508,000	21,622,000	291,512,000
Capital City	Cairo	Conakry	Tokyo	Bucharest	Washington, D. C.
Independence (from ___) or Date Founded (by ___)	February 28, 1922 (from the United Kingdom)	October 2, 1958 (from France)	Founded 660 B. C. (by Emperor Jimmu)	1878 (from Turkey)	July 4, 1776 (from Great Britain)
Languages	Arabic, English, French	French, local languages	Japanese	Romanian, Hungarian, German	English, Spanish
Name of Currency	Egyptian pound	Guinean franc	yen	leu	U. S. dollar
Natural Resources (list 2)	petroleum, natural gas, iron ore, phosphates, manganese	bauxite, iron ore, diamonds, gold, uranium	negligible mineral resources, fish	petroleum, timber, natural gas, coal, iron ore	coal, copper, lead, molybdenum, phosphates
Agricultural Products	cotton, rice, corn, wheat, cattle	rice, coffee, pineapples, palm kernels	rice, sugar beets, vegetables, fruits, pork	wheat, corn, barley, sugar beets, eggs	wheat, corn, other grains, fruits, beef
Natural Hazards	droughts, earthquakes, flash floods, landslides, khamsin (windstorms), dust storms, sandstorms	harmattan haze	volcanoes, earthquakes, tsunamis, typhoons	earthquakes, landslides	hurricanes, tornadoes, mudslides, forest fires, floods, volcanoes, earthquakes, tsunamis
Instrument to Study	<i>Sajat</i>	<i>Djembé</i>	<i>Kakko</i>	<i>Buhai</i>	Lakota Drum

To fill in chart, use information found in [Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee](#), copyright 2005.

Music Word Wall

bass drum	The largest and lowest sounding drum of indefinite pitch.
beat	A steady silent pulse that underlies most music.
Lakota Drum	A “rhythm of the heart” drum considered to be the sacred center for Native American tribal ceremonies and which is always treated with respect.
range	The distance from the highest to the lowest pitch that can be sung or played by a performer.
rhythm	Combinations of longer and shorter sounds and silences.
syncopation	A type of rhythm in which stressed sounds occur between beats instead of on beats.
voices	The various male and female singing ranges. Female: soprano, mezzo soprano and alto. Male: tenor, baritone and bass.

Bond, Judy, et al. Share the Music Grade 5 Teacher’s Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295380-9/5 (Glossary)

Harnsberger, Lindsey C. Essential Dictionary of Music. Los Angeles, CA: Alfred Publishing Co., Inc., 1997. ISBN: 0-88284-728-7 (Definitions of music terms)

Student First and Last Name _____

Grade 5

Homeroom Teacher's Name _____

Please complete and bring to your next music class (or turn it in before your next music class).

Directions:

1. Add a dot to mark the approximate location of The United States of America's capital city.
2. Add a dot to mark the approximate location of The United States of America's capital city.
3. Write the word Washington, D. C. near the dot.
4. Color the countries which border The United States of America as follows:
 - Canada red
 - Mexico yellow

(copy map of The United States of America here from <http://www.nationalgeographic.com/xpeditions/atlas/>)

Student Self Portrait - First and Last Names _____ Grade 5 Date _____

Myself

I am special!

- Each one of us is unique, and each one of us shares similarities with others.
- What is amazing is that no matter how similar we may be, there are no two of us on the face of the earth who are exactly alike.

List everything you feel is special about you!

My Family

These are the names of people in my family:

- A family is made up of two or more people who are related to one another through birth or legal ties.
- Family members love each other even when they may not live together in the same house.
- Families are different and the same all over the world.
- The more you study about the world, the more you will find that people of all races and nationalities live all over the world - not just in their home countries.

Discuss where your family (parents, grandparents, great-grandparents) lived before they lived in America. Write (and illustrate, if you wish) activities you like to do with your family.

My Friends

- Discuss how we are all connected to one another in many ways.
- We have friends from sports teams, school, other classes, the neighborhood.
- Just as we have come to know people who live close to us, there will be many people, perhaps from all over the world, that will someday be your friends, too.
- For example, when I was in 5th grade, I lived in Illinois and had friends at school, at church and in my 4H club.
- I had no idea that as I got older, I would make new friends who live in other states: California, Colorado, Florida, Montana, North Carolina, North Dakota, Ohio, Pennsylvania, Texas, Virginia and Washington as well as in other countries: Australia, Belgium, Canada, Holland, Hungary and Japan.

Describe your favorite activities to do with friends (and illustrate, if you wish).

My Customs (Family Traditions, Holidays, Festivals)

- Customs are activities that are usual - things that happen often or even every day.
- Every country has unique customs regarding clothing, holidays and activities.
- Often customs are influenced by where we live and by our beliefs.

List your favorite holidays or activities that are common to your family.

My Music

List your favorite performer(s), performing group(s) and/or songs.

My Foods

- We all need food to live and grow.
- In some parts of the world, food is scarce and people work long, hard hours to provide for their families.
- In other places, food is plentiful.

List your favorite foods.

My School

Lake Cable Elementary

- Discuss what kinds of things you learn while at school.

List things you like about our school.

My Country

- Discuss freedoms that you enjoy that other children around the world may not.

Describe what you like best about living in America.

from Woodfield, Marilee. Children Around the World: The Ultimate Class Field Trip.
Key Education Pub. Co., LLC, 2006, pp. 13-14