

**ROOTS OF RHYTHM WORLD DRUMMING TEACHER WORKSHOP 2006**  
**LESSON PLAN FOR CHAPTER 10, pages 62-67**  
**Sajat - Schloneger**

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**Title:** The *Sajat* from Egypt

**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 Egypt.
2. To learn about the *sajat* from Egypt.
3. To make and play a homemade version of musical spoons as a substitute for the *sajat*.

**Objectives:**

Students will:

1. identify three facts about the *sajat* from Egypt (as found in the ROR Chapter 10 Funsheet).
2. use voices to make the ox sounds as heard on Track 26 of the *ROR* Companion CD.
3. work with another person to create a homemade version of musical spoons as a substitute for the *sajat*.
4. perform a percussion ostinato pattern for *Ayazein* that includes a short long short pattern.
5. play their own version of musical spoons 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: Egyptian **Culture** (ROR, pp. 62-64) and Egyptian **Music: Instruments & Rhythms** (ROR, pp. 64-65)
4. instruments: classroom finger cymbals and drums
5. instrument making materials: rolls of masking tape (at least 30), large and small plastic spoons (two of each size per student)
6. pyramid 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. posters of hand technique for the dum and tak strokes (enlarged from Hand Drums for Beginners, p. 40).
11. Web site <http://archaeology.csumb.edu/Courses/Africa/Deliverables/SBSC283LD10.pdf> (The Mancala Game Challenge, with instructions for playing the game with 2 people)
12. Web site <http://www.prairienet.org/happyviking/FinalPressRel.pdf> (press release for All About Mancala: Its History and How to Play)

13. Web site <http://www.whyville.net/smmk/whytimes/article?id=2881> (information about the game of mancala and how to make a mancala board)
14. words and definitions for music word wall
15. worksheets for homework
16. Ammons, Dr. J. Mark, D.M.A. Musical Instruments of the World. Quincy, IL: Mark Twain Media, Inc, 2003. ISBN: 1-58037-252-X
17. Bond, Judy, et al. Share the Music Grade 4 Teacher's Edition. New York: McGraw-Hill, 2000. ISBN: 0-02-295379-5/4 (and *Share the Music Grade 4 CD 4*)
18. 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 CDs*)
19. Hagene, Judy M. Our Global Village: Egypt. St. Louis, MO: Milliken Publishing Co., 1993.
20. Harnsberger, Lindsey C. Essential Dictionary of Music. Los Angeles, CA: Alfred Publishing Co., Inc., 1997. ISBN: 0-88284-728-7
21. Marshall, John. Hand Drums for Beginners: An Easy Beginning Method. Van Nuys, CA: Alfred, 2000.
22. Wojtanik, Andrew. Afghanistan To Zimbabwe: Country Facts That Helped Me Win the National Geographic Bee. Washington, D.C.: National Geographic, 2005.
23. Woodfield, Marilee. Children Around the World: The Ultimate Class Field Trip. Key Education Publishing Company, LLC, 2006. ISBN: 1-93305-237-6
24. Woodson, Craig DeVere. Roots of Rhythm: Percussion Instrument Making Notes, Craig DeVere Woodson, 1998.
25. Roots of Rhythm Companion CD Percussion Marketing Council, 2004.
26. Woodson, Dr. Craig. Roots of Rhythm: Funsheets, Percussion Marketing Council, 2005.
27. Woodson, Dr. Craig. Roots of Rhythm: World Drumming for 5<sup>th</sup> and 6<sup>th</sup> 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 clap two beat patterns of half, quarter and eighth notes.

**Procedure:**

1. 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.
  - Play *ROR* Companion CD Track 86 (:59), Track 87 (1:04) and Track 88 (1:04), pausing between each track to give students a chance to fill in their observations.
  - After hearing all three tracks, ask students to put a star beside the name of the piece they liked the best.
2. Country Flag, Background and History
  - Tell students that the three pieces they just heard featured an instrument from the country of Egypt called the *sajat*.
  - Have students look at the Poster Set: The Continents to determine where they will find the country of Egypt.
  - Have students work in small groups and use information on pp. 113-115 in Afghanistan To Zimbabwe to list facts for the country of Egypt (see p. 5 of lesson plan).
  - As a class, read the information about the flag, background and history of Egypt in ROR, pp. 62-64.
  - Pass out one pyramid shape to each student and have them use red and black markers to color the top and bottom of the pyramid, leaving the center stripe white to show the colors of the Egyptian flag. Instruct students to write their first and last name across the top of the back and describe the national emblem using facts that they learned from reading the information given in ROR, p. 62. These will be collected for a grade.
3. Music: Instruments and Rhythms
  - Discuss the music of Egypt using information in ROR, pp. 64-65.

- Have students get books to look at the pictures and read the information about the dumbek (a single-headed drum shaped like a goblet and primarily played in the Middle East and North Africa) and the drumming pattern dum tak tak dum tak (found in [Share the Music Grade 4](#) pp. 174-175).
  - Point out pictures of hand technique for the dum and tak strokes as posted on classroom bulletin board (enlarged from [Hand Drums for Beginners](#), p. 40).
  - Practice the above drumming pattern (found in [Share the Music Grade 4](#) p. 174) with body percussion. Have six students play the pattern as an ostinato on classroom drums (and rest of class play the pattern with body percussion) while listening to *Ayazein* (found on [Share the Music Grade 4 CD 4 #14](#)). Listen again and have six different students play the ostinato on drums. Continue until each student has played a drum.
4. Music Word Wall
- Add the following words to classroom music word wall: cymbals, drum, flute, harp, rattle, reed, trumpets.
5. Homework
- Assign students homework (coloring countries which border Egypt) to be completed before the next music class.
6. History
- Divide the class into four groups. Announce that each group will read a handout 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 Egyptian **Culture** given in [ROR](#), p. 63-64. Have the other 2 groups read the information (handout) about Egyptian **Music: Instruments & Rhythms** given in [ROR](#), pp. 64 & 65.
  - 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.
7. Game From Egypt
- Teach the Egyptian children's game, Wari (also called mancala or *awele* in Guinea)
  - "Born in Egypt 3500 years ago, mancala has made its way around the world. It has recently become a favorite in the United States" (see Web site as listed above in Materials #11.)
  - "It is considered a man's game, and although women do play, no man wants to run the risk of losing to a woman and having to endure the teasing of his friends. We know wari was played by the ancients, as boards have been found carved in the stone of some pyramids and temples. Various forms of this game are played around the world and are known by many names. The wari board is divided into 14 compartments, six on each side, and one at either end to hold captured pieces. The playing pieces can be nuts, dry beans, or small stones. The object of the game is to capture the opponent's pieces." [Egypt: a Cultural Resource Guide](#), p. 25
  - Make your own mancala board. Gather materials (one egg carton that would hold a dozen eggs), 48 beans, seeds, marbles, etc., 2 tuna cans, paint or markers). Paint the egg carton and the cans with colors of your choice. Let the paint dry. If you paint the insides of the cans, the paint may chip off as you play. (see Web site as listed above in Materials #12)
8. Make Your Own Instrument
- Following the directions given in *ROR: Percussion Instrument Making Notes*, p. 10, have students make musical spoons as a substitute for the *sajat* from Egypt.
9. Play Your Own Instrument
- Have students notate the *Wahed wa nusf* rhythm for *sajat* finger-held cymbals using the ROR TUBS notation sheet (found in [ROR](#), p. 81).
  - Listen and follow the *Wahed wa nusf* rhythm in [ROR](#), p. 50 to play homemade musical spoons along with the *ROR Companion CD Track #89* (:35).

#### Student Product:

1. Students will create a chart of facts about Egypt.
2. Students will color a flag of Egypt using the correct colors.
3. Students will label the capital city of Egypt as well as bordering countries and sea on a blank map.
4. Students will make a homemade version of musical spoons as a substitute for the *sajat*.

5. Students will notate and perform a percussion ostinato pattern for *Ayazein* that includes a short long short pattern.
6. Students will notate the sounds of a *sajat* instrument using graphic shapes.

**Assessment:**

1. Students will produce a chart of facts about Egypt.
2. Students will finish a homework paper (color the flag and label the capital city of Egypt, the surrounding countries and seas).
3. Students will complete *ROR* Chapter 10 Funsheet: Make and Play Your Instrument: The *Sajat*.
4. Students will follow notation for *Wahed wa nusf* as written in *ROR*, p. 67 and play finger cymbals with the *ROR* Companion CD Tracks #89-97 *Sajat*.

**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 *sajat* 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. Study more about the game of mancala by visiting the following Web sites:  
<http://www.game-club.com/cover1/mankrule.htm> (Game Rules and History)  
<http://www.tradgames.org.uk/games/Mancala.htm> (The Online Guide to Traditional Games)
3. Look at the following Web site for more information about Daily Life in Ancient Egypt:  
<http://ancienthistory.mrdonn.org/Egyptlife.html> (plus Egyptian Tall Tales, Free Clip Art for Ancient Egypt, Interesting Trivia)
4. Look at the following Web site to find out about people, mythology, daily life, death and burial, writing, archaeology and teacher resources: <http://www.carlos.emory.edu/ODYSSEY/EGYPT/homepg.html>
5. Look at the following Web site to introduce students to Egypt: <http://www.timeforkids.com/TFK/hh/goplaces> (Explore locations around the world by listening to the languages, taking virtual sightseeing tours, and learning about different cultures: Sightseeing Guide, History Timeline, Native Lingo, A Day in the Life, Egypt Challenge, Postcards.)
6. 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)
7. Look at the following Web site for more information about countries:  
<http://www.countryreports.org/> (information about government, population, economy and geography)
8. 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

cymbals	Thin metal disks that are either struck together or suspended and hit with a drumstick or mallet.
drum	Percussion instruments consisting of a cylindrical wood or metal body with a membrane head stretched over one or both ends which is struck by a drumstick, mallet or brushes to produce sounds.
harp	A stringed instrument with a triangular shape whose strings run vertically and seven pedals that change the pitch of the strings.
rattle	A percussion instrument consisting of a notched wooden cogwheel that is rotated against a flexible strip of metal or wood.
reed	A thin piece of cane, metal, wood or plastic that produces a sound when air causes it to vibrate.
<i>sajat</i>	A set of small Egyptian cymbals attached to the fingers.
trumpets	A group of oval-shaped brass instruments. The different types include, from highest to lowest, the B-flat piccolo trumpet, A piccolo trumpet, E-flat trumpet, D trumpet, C trumpet, B-flat trumpet and bass trumpet.

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 Egypt's capital city.
2. Write the word Cairo near the dot.
3. Color the countries which border Egypt as follows:
  - Libya red
  - Israel orange
  - Sudan yellow

(copy map of Egypt here from <http://www.nationalgeographic.com/xpeditions/atlas/>)