



WEEK 2 Day 3

Text Talk
Buena Vista Social Club, “Chan Chan” (music and video)

Big Ideas	People and places around the world are linked. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	What can we learn by exploring stories and music from different places?
Content Objective	I can identify how the melody, rhythm, and images give meaning to music and video. I can use the music, video, and my own mental images to begin to imagine Cuba. (R.7.2.a)
Language Objective	I can use key unit vocabulary to describe what I hear and see, and compare my impressions to those of my peers. (SL.2.2.a, L.6.2.a)
SEL Objective	I can identify what music makes me think and how it makes me feel. (Self-Awareness)
Vocabulary	<p>island: an area of land surrounded on all sides by water</p> <p>* melody: the main tune of the music, different from rhythm</p> <p>revolution: when a government is overthrown and a new one is set up in its place</p> <p>* rhythm: a regular, repeated pattern of sound</p> <p>* tune: musical sounds with a melody and sometimes harmony</p>
Materials and Preparation	<ul style="list-style-type: none"> ● world map ● video: Buena Vista Social Club 'Chan Chan' at Carnegie Hall (https://www.youtube.com/watch?v=UXwLBS3yUkA) (3:21) ● speakers, projector, and screen ● paper and colored pencils ● clipboards, whiteboards, or other individual writing surfaces <p>Read the Buena Vista Social Club Background Information. Consider adding</p>

	<p>more background to the introduction, or to the lesson’s discussion, based on the readiness of the classroom community.</p> <p>Set up for the lesson ensuring that all children can hear the audio recording as well as see the screen. This will be essential for this Text Talk lesson and others like it.</p>
<p>Opening 1 minute</p>	<p><i>Today’s text includes both a piece of music and a video. After we listen to the music, we will watch the video to support our thinking.</i></p>
<p>Text and Discussion 15 minutes</p>	<p>Distribute paper, colored pencils, and clipboards.</p> <p><i>Today we will listen to music from Cuba. Cuba is a large North American island in the Caribbean Sea near Mexico, Florida and Haiti. [Point to Cuba, pinned on the world map.] Cuba is the island where Drum Dream Girl takes place and where the artist Tonel is from. The arts, including music, are important to the people of Cuba.</i></p> <p><i>About 20 years ago, a group of Cuban musicians got together and formed a band called the Buena Vista Social Club. For many years, these musicians had not been able to play the kind of music we will hear. The clubs where these musicians played, and where musicians like the band in Drum Dream Girl played, had been shut down.</i></p> <p>Build more background for this discussion according to the interests and readiness of the classroom community.</p> <p><i>We are going to listen to a song called “Chan Chan.” As you listen, draw or write images and ideas the music evokes. You can sketch, emphasize certain colors, or write words, short phrases, or sentences.</i></p> <p>Without projecting the video, play the recording of the music while children write and draw.</p> <p>At the close of the music, Think, Pair, Share. <i>What did you write or draw?</i> <i>What in the music, including rhythms, melodies, and beats, inspired your writing or drawing?</i></p> <p>Ask a few children to share something their partners wrote or drew.</p> <p><i>Some of the things that inspire listeners’ ideas are the rhythm—the pattern of pulses and beats in the music, and the melody—the main tune of the music. Rhythm in music is similar to rhythm in a poem. Some other things that inspire listeners are the different instruments they hear, as well as when people play together or</i></p>

	<p><i>alone. And listening to all the parts of the music together can inspire feelings, thoughts, and images. We may have certain reactions to music based on our own background and experiences. This is the magic of music.</i></p>
<p>Key Discussion 20 minutes</p>	<p><i>Now, let's listen again and watch the video. This video shows the musicians performing. It also shows clips from a movie made about the musicians coming together in Cuba. The filmmakers visited, talked, and played with the musicians.</i></p> <p>Play the video.</p> <p>Talk as a group, using some of the following questions to further discussion.</p> <ul style="list-style-type: none"> ● How do you think the musicians are feeling? What makes you say that? How did your drawings represent this? ● What instruments do you see? Are those instruments special to the place? Why do you think so? ● Where are the various places music is played in the video? What does that make you think about? ● How does the music connect the musicians and listeners to a place? What makes you say that? ● How does music help the musicians and the listeners in the video feel connected to their home? ● What do you notice about scenes and images of Cuba?
<p>Closing 4 minutes</p>	<p><i>Today we listened to the music and watched the musicians of the Buena Vista Social Club, from Cuba. We thought about the way the music evokes images and ideas about Cuba and what it might be like. We will do similar kinds of work with music from other countries during the next few weeks.</i></p> <p><i>What can we add to our Weekly Question chart after exploring the music of Cuba today and thinking about the story of Drum Dream Girl?</i></p> <p>Record relevant ideas and highlight important vocabulary. Continue to underscore the notion that no one kind of instrument, music, or story defines a place for all who live or come from there.</p>
<p>Standards</p>	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and</p>

	<p>adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>SEL.Self-Awareness</p>
<p>Ongoing assessment</p>	<p>Notice how children respond to the music and video. Do children write or draw their responses? Do children use the melody, rhythms, visuals, and own mental images to make meaning of the music and Cuban culture? Make note of their comments and ideas that help them give meaning to Cuba and this musical selection.</p>

Notes